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ABSTRACT

This collection of Proceedings of the Annual International Congress on Challenges to Education consists of four separate issues: 1995, 1996, 1997, and 1998. The 1995 Proceedings contains abstracts for 69 papers grouped under Literacy; Correctional Education; Multicultural and Issues of Diversity; Tolerance; Technology; Higher Education; Environmental Education; School Reform; and Special Education. The 1996 Proceedings contains abstracts for 54 papers grouped under Literacy; Economics; Correctional Education; Special Education; Multicultural and Issues of Diversity; Technology; Higher Education/Alternative Education; and Environmental Educator. The 1997 Proceedings contains abstracts for 46 papers grouped under Literacy; Correctional Education; Multicultural, Issues of Diversity, ant Tolerance; Technology/Distance Learning; Current Educational Issues/Adult Learners; Environmental Education; Social Studies; Economics; and Special Education. The 1998 Proceedings contains abstracts for 20 papers grouped under Literacy; Quality of Life; Values in Education/School Reform; Tolerance; Ethnicity, Race and Religion; Technology; Environmental Education; Continuing Higher Education; Individuals with Disabilities; and Other. (BT)

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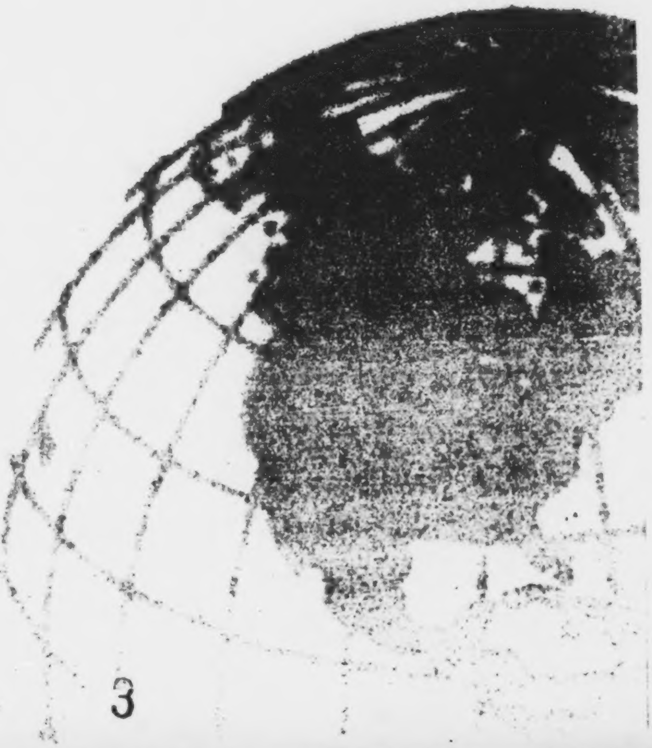
Proceedings of the International Congress on Challenges to Education: Balancing Unity and Diversity in a Changing World

1995



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COLLABORATIVE LEARNING AS A COMPONENT OF INCLUSIVE STRATEGIES FOR LITERACY DEVELOPMENT

Jeanne M. Jacobson
Western Michigan University

Learning does not consist of a series of leaps from incapability to capability; instead there always exists an area of potential learning immediately beyond current level of independent functioning—the zone of proximal development (Vygotsky) in which tasks can be accomplished in collaboration with adults or more capable peers. Cooperative grouping offers a structure in which students can support each other in literacy and oracy development. An added advantage is that such grouping provides an organizational structure which offers an alternative to stratified so-called *ability grouping*, a method which conflicts with inclusive education. However, in order to promote literacy development rather than social interaction alone, teachers need to be aware of and use a variety of well-structured strategies which incorporate purposeful collaboration among students as a component, and in which whole class, group, and dyadic or individual tasks flow smoothly. The purposes of this presentation are to contrast teacher and student roles in collaborative learning with situations where the teacher requires students to complete tasks independently; to suggest methods for establishing cooperative groups and conducting practical, productive assessment while placing primary emphasis on active, interactive learning; and to describe inclusive instructional strategies, useful across grades and ages which engage students collaboratively in literacy and oracy development through wide reading, writing for multiple purposes, and the study of poetry and other genres.

*DEVELOPMENTALLY APPROPRIATE PRACTICE TO FACILITATE THE LITERACY OF CULTURALLY DIVERSE YOUNG CHILDREN

Sheila B. Marino and Robert G. Monahan
Lander University
Jean Robinson
GLEAAMS Child Development Programs

The current research and developmentally appropriate practice to facilitate the literacy of culturally diverse young children indicate that they often exhibit delays in pragmatic language use which often has a negative impact on their social interactions, social acceptance or rejection, self-concept, and overall emotional state. Culturally diverse young children may experience problems in learning terminology and organizing information into major concepts and subordinate details. While these children appear to be destined for failure in traditional schools, some of the responsibility for their success clearly belongs to the schools and educators. Educators have developed specific strategies to increase language use and communicative interactions with adults and other children during play time. These strategies are examined along with curriculum-based assessment which has been frequently employed for an instructional match between what the child needs to learn, what the child already knows, and how fast the child can learn the new material. In addition, Student/Teacher Assistance Teams (S/TAT) have had a positive impact on self-confidence and self-esteem in young children and provided a greater understanding of the child's language, home background, and parent-professional relationships, as they relate to communication, values, and attitudes.

Using the reflective case study format, the learning and teaching styles that work best with young children can be explored . Interacting through reflective case studies, open discussions and simulations aid in facilitating the literacy of culturally diverse young children.

INCORPORATING INTERNATIONAL CHILDREN'S LITERATURE INTO THE LITERACY PROGRAM

Pamela M. Russ
California State University, Stanislaus

Effective international children's literature can be defined simply as literature which entertains, educates, and socializes children in ways which cause them to develop positive self images and encourages them to learn about and appreciate their history and culture. When it is properly implemented and incorporated into whole language curricula, it (a) retains its identity, (b) is culturally relevant, (c) reflects the social and cultural traditions associated with a particular ethnic group, and (d) offers a variety of oral and written language forms.

Students need to be exposed to a wide variety of writers, representing different cultural knowledge and experiences, in order to gain a broader view of the world around them. By presenting students with works by international writers, we reveal to them a vast world that has until recently been relatively excluded in the literacy program. A sound plan of instruction for an international literature-based program ensures that each student will: (a) appreciate the power of language in human thought and experience; (b) use language with increasing creativity, sensitivity, and confidence as sources and means of identity and self-expression; and (c) appreciate the uses of language and literature, especially the diversity of international children's literature.

Multiethnic literature integrated into the total whole language process can serve the multiple ends of stimulating and enhancing individual student creativity as well as providing satisfying learning experiences. It allows students to relive and rethink experiences and helps to give meaning to original ideas. It helps with formulation and transmission of thoughts and feelings on numerous topics. Through ethnic literature, students are provided with the means for getting to know and understand themselves. Educators should share with their students ethnic literature that will allow them to fall in love with heroes and heroines who have proven themselves outstanding in ability.

NEW YORK STATE'S INCARCERATED EDUCATION PROGRAM GUIDING PRINCIPLES

Mona Bookman
New York State Incarcerated Education Program

The goal of New York State Education Department's (NYSED) Incarcerated Education Program is to increase the economic self-sufficiency of youths and adults after release and thereby decrease the likelihood of their repeat criminal behavior and recidivism. To achieve this goal, NYSED has developed an Incarcerated Education Program Model based upon eight guiding principles. The principles articulate a vision uniting educational and correctional staff in an effort to create a nonthreatening, enriching environment which promotes academic, social, emotional, personal, and occupational skill development. The principles represent a learner-centered framework marking a significant change in the way services are developed and delivered to meet the needs of the state's incarcerated youths and adults.

The guiding principles are:

- Focus on the individual's interests, needs, and strengths in the design of individualized educational program plans.
- Implementation of an academic, life management, pre-employment, and occupational skills development program which begins when individuals are incarcerated and continues for at least six months after release.
- Emphasis on the identification of the appropriate career areas for each individual to pursue.
- Respect for the diversity of culture, ethnicity, learning style, and linguistic backgrounds of the individuals served.
- Focus on the development of community support linkages to provide a continuum of services to assist individuals in making a successful transition into independent community life.
- Promotion of cooperative and collaborative partnerships between educational and corrections staff to create an environment conducive to learning.
- Focus on the development and implementation of programs to build the self-esteem of individuals, increase their decision-making skills, and empower them to establish realistic goals to attain and maintain legal self-sufficiency after release.
- Emphasis on staff development and community awareness to garner support, coordination, and linkages from all representatives and agencies working with incarcerated populations to create a comprehensive program for all individuals.

Based on the guiding principles of the learner-centered framework, NYSD has developed the Instructional Delivery System Model to guide the implementation of Incarcerated Educational Programs in the State's county and municipal correctional facilities. The model includes academic and transition program components which are available to youths and adults during incarceration and for six months following release.

THE ROLE OF BACCALAUREATE PROGRAMMING IN CORRECTIONAL EDUCATION

Robert M. Cikraji
Ashland University

The United States currently leads the world in rates of imprisonment. In 1991, the rate was 455 per 100,000 people; up from 436 per 100,000 in 1989. The immediate or direct cost to taxpayers is 25 billion dollars with dramatic increase expected under new federal crime legislation. Studies indicate that 74 percent of those released from prison will be rearrested within three years. Forty-seven percent of those rearrested will be charged with a *new* crime. At an annual cost of $30,000 per inmate, new approaches to imprisonment must be examined. In 1990, 5.3 percent of all persons arrested in the U. S. for serious crimes (index crimes) were under the age of ten; 15.6 percent were under 18; 30.1 percent between 18 and 24; and 47 percent were between 25 to 44 years of age. If the current trend continues, percentages in the lower ages will increase dramatically. This would indicate approximately 70 percent of the inmates would be post-secondary, college, or college graduate age during their period of imprisonment. The recent demise of federal Pell Grant funding for prison college programs challenges the educational community to examine the role of post-secondary education within correctional facilities. Contemporary socialization theories provide insights as to a rationale for such programming and a review of psychological treatment literature indicates a substantial basis for goal-oriented educational activities in milieu and behavior modification models. Exploring these approaches from a pragmatic perspective with case examples clarifies the challenge and the role of higher education in the correctional field.

REVERSING THE CYCLE

Susanne L. Pastuschek
San Bernardino County Probation Department

Medellin, Colombia is the site of an extraordinary movement of *recovery;* a research study is currently in process. Ever since the death of Escobar over a year ago, hundreds of people who were involved in violence have stepped forward to make peace. Agreements have been signed and former assassins and drug offenders are participating in vocational training and psychological group therapy. There have been some tremendous changes over the past year in the city. Yet, the question remains; to what extent have the various programs worked and could a similar system be applied in the United States?

MAINTAINING THE INDIVIDUAL VOICE AS THE CHOIR SINGS

Sandy Alber
Oakland University
Adnan Salhi
Deerborn Schools

Different cultures and times, same struggle . . . Our grandfathers (Palestinian and Native American), both removed from their homelands, and our common interests in education and folklore began our joint reflection and action. Our sociopolitical choirs bring us together, creating an appreciation for our sameness and the power for change. Without union the resulting cacophony shrinks internal and external audiences and understandings. Yet, it is the individual voice that adds beauty and strength to the whole. Occasionally, it must rise above the choir.

Balancing the community and individual voice is crucial and requires cognitive and affective skills. Three strategies to address these skills for maintaining the educational choir and soloist follow. The strategies address the educational triad of educator, student, and family through: (a) a graduate advocacy course, (b) pre-K—high school folk tale lessons, and (c) an urban parenting project.

The advocacy course teaches educators to build constituencies while valuing and using the individual voice. Students design, implement, and evaluate advocacy projects that include group and personal voices.

Lessons employing folk tales help children identify our common and unique cultural voices. Preschool children identify similarities and differences in *Lon Po Po* and *Little Red Riding Hood*. After collecting folk tales from their cultures, high school English as a Second Language (ESL) students discover universal motifs and the nuances in the Arabic and Romanian stories of the goats eaten by the wolf.

Parents in a Detroit Professional Development School learn collaboration skills to form a strong, united parent voice, while learning to seek and understand the individual voices within and without their communities. They apply these skills for high level parental involvement.

Parents, teachers, and children can and do learn to value and use united and single voices. The individual voice can be maintained as the choir sings.

TEACHING ABOUT ETHNICITY TO GOVERNMENT STUDENTS

Charles T. Barber
University of Southern Indiana

Government students in college classes tend to get treatments of ethnicity at random. A systematic approach toward incorporating ethnicity into curricula is proposed.

International courses, such as International Politics and International Organizations, would explore the relationship of ethno-nationalism to emerging nations. Secessionist moves within Russia and the former Yugoslavia could be compared with integrationist efforts by the Palestinians and the Kurds.

Comparative politics courses, such as surveys of Latin America or the Middle East, would deal with treatment of resident foreign populations and refugees. Work by the United Nations High Commissioner for Refugees, including concerns about xenophobia, would be explored.

National politics courses, such as American Government and American Foreign Policy, would provide insight into immigration and naturalization processes. Changes in laws and treatment of resident aliens can be discussed.

The conclusion seeks to assess contributions that incorporation of ethnicity education could make to lifelong awareness. Advocacy of ethnicity education by professional organizations will increase its incorporation into postsecondary curricula.

UNDERSTANDING DIVERSITY IN OUR SCHOOLS: UTILIZING A MULTICULTURAL APPROACH FOR PROMOTING POSITIVE SCHOOL/ COMMUNITY RELATIONS

Alfredo Benavides
Arizona State University

An ethnography of an upper-middle class high school in a Phoenix, Arizona, suburb is described including a series of incidents and problems this particular school experienced due to an extraordinary lack of multicultural awareness by school officials, students, and parents. This situation was ameliorated through a very patient, multicultural approach. Multiculturalism can be defined and dissected in order to gain a better understanding of how educators can make a positive difference in conflict resolution in schools.

NOVEL PROGRAM ENCOURAGES INTERNATIONAL SCIENTIFIC COOPERATION

Carol Bender
The University of Arizona

Many of today's problems do not recognize national boundaries. Solutions require individuals with an international perspective who are comfortable working with colleagues from many countries. The Biomedical Research Abroad: Vistas Open! (BRAVO!) Program provides University of Arizona (UA) undergraduates with this perspective by incorporating them into the international scientific community. Students receive training in UA research laboratories and then travel to laboratories abroad to conduct related research. Participants contribute to the research effort while they experience a different culture and learn to improvise in a different environment.

The BRAVO! Program began in 1992. The goals of the program are to: (a) expose students to the international scientific community by enabling them to contribute to it and (b) to further the research collaborations among UA scientists and scientists elsewhere in the world. Students are recruited from the Undergraduate Biology Research Program and must have at least six months of laboratory research experience prior to entering BRAVO! Once selected, each student is paired with a scientist outside of the United States who is involved in work related to the student's interests. The student works in the host lab for three months and then returns to UA to continue the collaboration. In this way, the undergraduates advance both project goals. To date, 23 UA undergraduates have participated in the program. They have worked in 16 countries including Germany, Egypt, Brazil, Canada, Costa Rica, Japan, and Australia.

The BRAVO! Program can be a model for other research institutions. The program is funded in part from grants from the United States National Institutes of Health/Fogarty International Center and the Howard Hughes Medical Institute.

EXERCISES TO ENHANCE CROSS-CULTURAL INTERFACE SKILLS

Yvonne Callaway
Eastern Michigan University
Wanda Cook-Robinson
Oakland (Michigan) Schools

A major factor in working with human beings in an educational or helping mode is understanding the phenomenological worldview of the one we wish to educate or help. Now and in the years to come, educators and those who are to provide helping services must understand the influence of culture on individuals, human values, and behavior. Cultural competency, for these workers and many others, will be an absolute necessity and will depend on the ability to understand the meaning of behavior (both cognitive and affective) within and across multiple cultures. In order to support quality service in education or other social services, providers must become knowledgeable about and sensitive to both etic and emic cultural influences on perception and behavior. The goals of this project are to assist service providers in: identifying the cultural influences on their own cognitive and affective modes of operation, gaining information about alternative attribution and behavior models, and making comparisons among the multiple models.

The initial objective of this training is to develop an atmosphere of safety where participants feel free to take behavioral risks and communicate openly. The intermediate, enabling objective is to increase empathy and interpersonal understanding of a diversity of values and attribution approaches reflective of multiple ethnic, racial, religious, and social groups. The terminal objective is to help participants more effectively incorporate affective and cognitive behavioral intervention modalities in cultural competency training. The training approach is twofold, including cognitive and affective instructional activities. All of the knowledge-base concepts are matched with a simulation experience or a self-evaluation report. Didactic presentations are either preceded or followed by related simulation exercises. The simulations are meant to provide an experiential base for enhancing cultural knowledge and to support a more robust transfer of learning. Group processing includes the examination of: etic and emic concerns of difference, the integration of facts and feelings, optional interpretations of information, and multiple uses for interventions.

U. S. MIGRATIONS AND CIVILIZATION: A NEW CORE SEQUENCE COURSE

Oscar Flores and Alan MacDonald
Moorhead State University

Business, economics, and political science faculty at Moorhead State University have collaborated in the planning and delivery of a new cluster sequence of multidisciplinary core courses related to global studies and cultural diversity. The theme linking the two topics is migrations and their impact and concentrates on migrations to and within the U. S. and the aftermath.

The courses will serve the needs of business students regarding their understanding of the emerging professional environments, while concurrently satisfying a portion of their liberal arts distribution requirements at the University. The courses also constitute a bridge, aiding in the integration of liberal arts and professional education including the provision of a vehicle for liberal arts and professional fields faculty to develop and teach curricula, as well as to perform cross-disciplinary research, while partially reducing disciplinary/departmental barriers and rivalries.

Choices Made for the Domestic Course: U. S. Migrations and Civilization:

- Each student will receive a broad historical overview of migration to the U. S. by reading Roger Daniel's, *Coming to America: A History of Immigration and Ethnicity in American Life.*
- Two essays by Oscar Flores on the economics of immigration are included as part of the course readings.
- Selected U. S. internal migration is studied and the students will read portions of journalist Nicolas Lemann's, *The Promised Land: The Great Black Migration and How It Changed America, A Portrait of Migration from Mississippi to Chicago.*
- Los Angeles is studied as a crossroads/magnet, an emerging world city absorbing persons migrating from other countries, as well as from other states in the U. S. The reading includes portions of *Translating LA: A Tour of the Rainbow City,* by Peter Theroux.
- A literary perspective on the new immigrants (e. g., post-1965) is provided by Bharati Mukherjee's, *The Middleman and Other Stories,* a lively collection of short stories describing everyday life in an emerging, even more diverse America.

INTERNATIONAL INTERACTION IN BORDER TEACHER EDUCATION

Ruth Galaz
Western New Mexico University

Teacher preparation programs in the Mexican/U. S. Border region reflect a history of desire to establish interaction, but efforts and successes have been sporadic. An investigation into current programs reveals evidence of both institutional and individual efforts. Some commonalities exist in regard to types of interaction desired, reasons for desired interaction, difficulties encountered in initiating and maintaining programs, and problem resolution. Patterns in past successes and failures provide information for current and future efforts.

The investigation was conducted for the purpose of establishing a network of professional educators who recognize the importance of border interaction and significance for both Mexican and U. S. societies. Educators are in prime positions to influence intercultural perceptions and to initiate widespread communicative efforts.

LIVING IN A DIVERSE WORLD

Simon O. Johnsson
University of Florida

Techniques are being developed at the University of Florida, College of Education, to assist students with living more productively in a diverse world. We believe that advancements in technology, information from space, communication, and the interdependence of markets for success can best be addressed through education. It is our belief that educators at colleges of education must be charged with the responsibility of assisting to balance unity and diversity in a changing world.

It is important for educators, politicians, business persons, and others to work as a team causing others to understand the importance of living in a diverse world. In many colleges and universities, there are students who come from diverse cultures. Professors have the chance to propose questions of diversity and encourage students to engage in open discussions. Questions, or discussion points such as ethnic and religious differences, customs, traditions, and schooling, can aid in bringing global unity to various countries in a very short time.

For education professors who are concerned with global unity, much can be accomplished. Through discussions, exchange programs can be developed, presentations can be made at various conferences, and studies can be conducted in order to add to the existing empirical research. As the topic of global unity becomes a trend, more programs will be developed at colleges and universities, more funds will be made available for travel, additional research will be conducted, and global unity will become a reality early in the year 2000.

MULTICULTURAL VERSUS GLOBAL EDUCATION: COLLISION OR CELEBRATION?

Candace Kaye
Pacific Oaks College

Although multicultural education and global education have long been recognized, their definitions continue to be varied and their concepts intricate. There are multiple definitions of these two processes and how they differ conceptually, as well as how they connect. The terms global education and multicultural education in their possible contextual usage may lead to conflict rather than to connection.

A review of literature discusses concepts explored by Theodore Brameld and more currently by other theorists. The writers presented posit that multicultural education maintains a national focus, while global education reflects a reconstructivist view and understanding of world issues and vision. Based on the review, the question is then raised whether multicultural education is now naturally coming of age in a recontructivist process and emerging into the much wider arena of global education.

The arguments are raised (a) that global education moves beyond multicultural education and better serves the need for transformative practices that can preserve goodwill among the peoples of the world and (b) that multicultural education was necessary as a baseline, but now is often limited in its scope of promoting growth in international awareness. It is proposed that the reconstructivist concepts of global education now better serve the needs of interconnectedness between the world's citizenry. Three distinct paradigms are considered: collaborative, sequential, and conflicting.

*BALANCING A UNILINGUAL SCHOOL SYSTEM AND STUDENTS OF DIVERSE NATIVE LANGUAGES: HOW MIGRANT CHILDREN PERFORM IN QUEBEC'S FRENCH-SPEAKING SCHOOL SYSTEM

Marie Louise Lefebvre and Monique Lebrun
Université du Québec à Montréal
Frédéric et Legault
Université Laval

In Canada, the Quebec provincial linguistic legislation makes it mandatory for migrant parents to register their children in French (speaking and teaching) schools. Acquiring the French language thus becomes a major issue in social and academic success as 50 percent of Montreal's students are not from French-speaking backgrounds. The study presents the findings of a survey investigation among 3,000 migrant and non-migrant students in Quebec's French primary and secondary schools and their families. Given such variables as sex, grade, ethnicity, mother tongue, classroom contextual ethnicity, and attitudes toward French schools, a comparative analysis seeks insight into the reasons why students of different and similar linguistic backgrounds have varying rates of academic performance in French. Preliminary results of seven linguistic groups (French, Italian, Portuguese, Creole, Spanish, Vietnamese, or Arabic speaking) show that, beyond the effects of sex and socioeconomic variables often found in current European and American researches (Demaine 1989, Fergusson, Lloyd, & Horwood, 1991, Patterson, Kuppersmidt, & Vaden, 1990), demo-linguistic factors (place of birth, linguistic background) and environmental factors (family values and attitudes) count as much as predictors of the academic success of migrant children, thus confirming the impact of social acculturation on students' achievement (Camilleri, 1985, Manaster, Chan, & Safady, 1992). Discussion of inter and intra groups differences shows how a multidisciplinary research team (sociology, linguistics, psychology) can contribute to the education and training process dealing with this problematic issue.

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*INTERNATIONAL STUDENT TEACHING: A MODEL AND PROGRAM AT TRENTON STATE COLLEGE

Lawrence J. Marcus
Trenton State College

An international program has evolved at Trenton State College (TSC) (New Jersey) to broaden the perspectives of student teachers. More than 250 students have participated in eight international sites. Student teaching sites are located in Africa, Europe, and the Caribbean. In March, 1995, an additional site was established in South America. The program has produced teachers who are committed to the creation of classroom environments where an appreciation for differing races, religions, and ethnicities flourishes.

A model has been developed and is administered by a program director to coordinate the selection of sites, students, and faculty. Communication and coordination with the participating schools is ongoing. Permanent faculty take part in both on-campus and onsite orientations. The program is unique because these professors supervise the students in their host-school classrooms. The program has been in operation since 1978, in a variety of settings.

The International Student Teaching Program at TSC provides for onsite collaboration and supervision which differs from most other programs at colleges and universities. The supervisors accompany the students to the host sites and remain for approximately one week to participate in the orientation process, confer with administrators, and meet with teachers. The supervisors also ensure that all housing, transportation, medical, and meal facilities are appropriate and in place. At the mid-point of the experience, another supervisor who participated in the on-campus orientation, travels to the site to supervise directly in the classrooms of the student teachers. Faculty from eight TSC departments have participated.

When the students return to the college, a debriefing meeting is held to discuss their experiences. Most are eager to dispel stereotypes and generalizations about the groups with which they have had first-hand experience. Filled with enthusiasm, the students continue their practicum in a local suburban or urban site. Generally, they prepare a unit of study for the new classrooms about the customs and cultures from the international site. Reviews from schools, colleges, and universities have reflected understanding and bonding between people.

The outcomes of the International Student Teaching Program are multifacted. They have stimulated the professors personally and added innovative multicultural dimensions to their courses. Graduates have indicated that developing respect for all people continues to be a significant goal in their classrooms.

The American Asian Experience: FIPSE Grant

Jane McGraw
California State Polytechnic University, Pomona

Recognizing that one of the key challenges for multicultural education in American schools is to promote better understanding of Asian cultures and societies, this professional development program through a grant from the United States Department of Education, Fund for the Improvement of Postsecondary Education (FIPSE), focuses on the issues of multiculturalism, multicultural, and multiethnic education. The overarching themes for the institute are the connection between the literary texts of China, Japan, and Korea in the context of the social, philosophical, and historical forces that shaped the literary genres of Asia and the dynamic patterns of change and the impact on the contemporary issues characterizing Asian American societies.

STATUS OF ASIAN-AMERICANS UNDER TITLE VII OF THE CIVIL RIGHTS ACT OF 1964

Benjamin N. Muego
Bowling Green State University

Title VII of the Civil Rights Act of 1964 specifically enumerates four protected minorities (blacks, Hispanics, Asian Pacific Islanders, and Native Americans). In spite of the clear language of Title VII, however, a large number of organizations, academic institutions, and prospective individual employers—including some in northwestern Ohio—contend that Asian Americans are excluded from the protective mantle of Title VII. By and large, these organizations and individuals narrowly and erroneously interpret the term protected minority to mean either black or Hispanic, to the detriment of Asian Americans. The legislative history and intent underlying Title VII and the evolving case law on the status of Asian Americans as a discrete and protected minority group in America will be reviewed and examined.

IMMIGRATION POLICY: THE FORCE WHICH DRIVES DIVERSITY

Larry Nackerud
University of Georgia

Two groups of undergraduate social science students attending a southwestern U. S. regional university completed a course taught with an emphasis on understanding cultural diversity as a function of U. S. immigration policy. The educational objectives for the course were (a) to promote knowledge acquisition by students in the public policy arena of U. S. immigration policy and (b) to help students see the connection between cultural diversity in their daily lives and the development, implementation, and modification of U. S. immigration policy.

The course was planned and implemented as an adjunct to the practice of delivering a stand-alone course on cultural diversity to all undergraduate students majoring in the social sciences. The development and use of critical thinking skills on the part of students was operationalized via the use of a class discussion format and a series of invited speakers, all of whom had either a personal or professional tie with U. S. immigration policy. A major focus of the course was on understanding the outcomes in increased cultural diversity, particularly for Asians and Latinos, which resulted from a shift away from the national origins concept in 1965 to U. S. immigration policies based more broadly on family reunification and labor market concerns. The context of the Southwest and the predominance of Mexican Americans among the students facilitated interest in the course.

Observed student outcomes included increases in (a) awareness of the history of conflict surrounding the movement of people to the U. S., (b) ability to understand the divisions in the Latino community regarding U. S. immigration policy, and (c) ability to apply critical thinking skills to current crises involving immigration and cultural diversity issues (e. g., Haitians, Cubans, anti-immigrant movement in California).

THE PROBLEM WITH TOLERANCE AS AN OUTCOME

Jonathan Parker
Huntington College

In the late 1980s and early 1990s, outcome-based education (OBE) appeared to be on the way to becoming a primary vehicle for school reform. The idea of establishing outcomes for students and then requiring them to demonstrate achievement of outcomes through performance assessments seemed perfectly logical. Shouldn't schools have clear statements of what they expect students to know and be able to do? Shouldn't students be expected to demonstrate that they have really learned something during their educational experience? Shouldn't students be held accountable to performance standards?

Although conservatives typically have been pleased with some of the accountability elements of OBE, many have not been pleased with some of the outcomes that educators have developed. Some outcomes from the affective domain have been characterized as promoting *alternative life-styles* (translated homosexuality), promoting global citizenry over national identity, and forcing children to conform to state-mandated values and behaviors.

It is contended that while schools have an obligation to teach students a curriculum which has affective elements, it is not appropriate that students be held accountable in terms of performance assessments for these various affective components of the curriculum. Although cooperation and tolerance are fundamental to a democratic and pluralistic society, requiring children to demonstrate cooperation and tolerance in order to graduate from high school is coercive and decidedly undemocratic. The teaching of tolerance needs to take place in the context of a *marketplace of ideas,* where any issue that has currency in the culture at large is discussed.

The Role of Tolerance and its Impact on Multicultural Middle School Curriculum Development

Pamela M. Russ
California State University, Stanislaus

America's classrooms today are becoming increasingly more reflective of the world's multiracial and multiethnic populations. Considerations in developing middle school curricula are: (a) promoting sensitivity for one's cultural orientation, (b) eliciting cooperation among all students, (c) dealing with social differences, and (d) the nature and importance of social attitudes in communications and human relations.

The ideal of equal opportunity holds that each student should be given equal opportunity to learn, succeed, and become what he or she would like, regardless of sex, race, social-class background, or disability. The multicultural teaching approach affirms cultural pluralism by helping students appreciate multiple perspectives or interpretations. Whenever possible, we should try to help students recognize that there is more than one way to view an issue, more than one side to a story, more than one *right* cultural viewpoint.

If we are to foster academic achievement and an awareness and respect for culturally diverse groups among all children; then we must take a good look at our collection of reading texts and trade books, and institute effective instructional models and strategies for making multicultural teaching an integral part of the school curriculum. If we are to promote cultural diversity, positive racial attitudes toward different ethnic groups and ethnic majority groups, then teachers need to incorporate a wide range of multicultural teaching strategies reflective of diverse groups of people. Teachers need to be aware of the importance of cultural and ethnic identity and its effects on an adolescent's self-image. By being aware of the child's cultural background and contributions of the ethnic group and providing relevant curriculum, teachers can help in fostering and developing pride in one's cultural heritage. This article will address issues and challenges at the middle school level that promote cooperation and understanding among students of all cultures.

A THEORY OF CURRICULUM DEVELOPMENT TO STIMULATE UNITY AND DIVERSITY IN A CHANGING WORLD

Arthur Shapiro and William F. Benjamin
University of South Florida
John J. Hunt
Florida Atlantic University
***Assisted by* Sue Shapiro**
Hillsborough Community College

Our purpose was to produce a theory of curriculum development which is crucial to facilitate developing curriculum to stimulate unity and diversity in a changing world. We believe that a professional field must have a scientific theoretical base undergirding practice. Without such a base, a field remains in a folk stage, as medicine was prior to the germ theory of disease. So, we developed a theory of curriculum development and succeeded. The process was experiential, similar to that of Dewey and George Herbert Mead.

Conclusions/Points of View

The theory describes, analyzes, and predicts the processes involved in developing curriculum. This PINC process follows:

1. Someone senses, however vaguely, an issue, concern, situation, problem, and then formulates a *plan* (P) to take action.
2. This person(s) *interacts* (I) with others regarding the concern. The process of developing curriculum occurs within an organization, and is thus, a social enterprise.
3. People begin to *negotiate* (N) potential lines of action or alternatives.
4. Eventually decisions are made, resulting in *consequences/outcomes* (C).

This process repeats when the next series of concerns or issues arise in implementing *consequences.* Thus, the process is cyclical. The four processes may overlap, similar to Whitehead's three stages of a lesson plan.

Significance

With this PINC theory practitioners can describe, analyze, and predict accurately the phases in designing, developing, and implementing curriculum—a powerful tool in making the social enterprise of curriculum development more effective and efficient in stimulating diversity and unity our changing world.

A CASE STUDY: CHANGING THE CULTURE OF AN ORGANIZATION TO MEET THE DIVERSE NEEDS OF STUDENTS AND ALL PERSONNEL

Arthur Shapiro
University of South Florida
W. Wade Burley
University of South Florida

This case study of an organizational change strategy restructured a traditional, increasingly trouble-plagued junior high school into a district's model middle school. The school's culture had changed negatively. School-community relations deteriorated as socioeconomic levels changed; alienation and hostility increased among teachers, students, and parents; the junior high structure, administration, and guidance became dysfunctional; morale was collapsing; and norms became counterproductive. The consultants used a site-based, individualized, analytic strategy/process to diagnose forces, issues, concerns, and problems this junior high school generated.

The organizational mapping process/framework:

1. What key *issues, concerns, problems,* and *situations* are perceived?
2. What *conclusions* and *implications* can be drawn?
3. What constitutes underlying *themes*?
4. What potential *lines of action* and *initiatives* can be developed?
5. What *rationales* undergird proposed *lines of action*?
6. What *outcomes* result?
7. What new *lines of action* can be designed?

This process analyzed the individual dynamics of the school, drew conclusions and implications, uncovered unique themes, led to potential lines of action and initiatives, and generated subsequent outcomes. These included changing to a model middle school house plan, grade level administrative and teaching teams, and major changes in the culture and norms including greater faculty and administrative sense of efficacy and empowerment and greater teacher, student, and community satisfaction. Teachers developed techniques and skills producing higher student efficacy levels and generated a strong sense of effecting positive change, of developing greater control over their professional and personal lives, and concluded they made a significant difference. Teachers learned new roles, ways of working together on teams, and on the long range planning structure. A major program of achievement recognition, strong ownership, and clear accountability developed for all. Norms and culture shifted positively. Beliefs, myths, symbols, and realities were examined and reconstructed.

INSTRUCTIONAL PLURALISM IN SUPPORT OF CULTURAL PLURALISM

Carla Cooper Shaw
Northern Illinois University

Much of the current literature in multicultural education focuses upon educational policies and practices that inhibit equity of opportunity to learn for all students. These policies and practices are numerous and interconnected. For true change to occur, the entire system of schooling must be reconfigured. That is, the revision of any one element of education will not automatically result in equity of opportunity to learn. Classroom instruction, however, holds much potential for enhancing the academic instruction of all learners.

Actual classroom instruction is concentrated on and a framework provided for understanding instructional pluralism in addition to definitions and characteristics of *learning style* and identification of learning styles along several dimensions: perceptual modality, conceptual style, sociological preference, brain hemisphere tendency, need for relevance, orientation to time, and need for variability, among others. The implications of one's learning style for one's teaching are discussed, and instructional means for accommodating a variety of learning styles in the same classroom are provided.

After an introduction to individual learning styles, cultural learning styles and their implications for the instruction of culturally diverse groups of learners are considered. Participants will gain an awareness of the controversy surrounding cultural learning styles and will be presented with a summary of research regarding the learning styles of cultural groups in the United States. Participants also will learn how to interpret the research and how to judge the extent of the research's applicability to any given student in their classrooms. As in the segment of this presentation dealing with individual learning styles, this second section will include a discussion of the pedagogical implications of cultural learning styles—with the central implication pertaining to variability of instruction.

By the conclusion of the presentation, participants should be convinced that cultural pluralism demands instructional pluralism—which is a frame of mind on the part of teachers—and should come away from the session with an understanding of the means for translating this frame of mind into pedagogical practice.

CROSSING THE COLOR-LINE: FINDING SHARED STRENGTHS

W. Maurice Shipley
The Ohio State University

In his seminal study, *The Souls of Black Folk* (1903), W. E. B. DuBois wrote: "The problem of the twentieth century is the problem of the color–line,—the relation of the darker to the lighter races of men in Asia and Africa, in America and the islands of the sea." The *problem* has not diminished in almost one century. And today, educators around the world are struggling to find ways to reconcile diversity with both the complexities of education and an ever changing (world) educational community.

DuBois believed that knowledge enabled one to cross the color–line. Knowledge was more than power. It was the way to open cultures and realize shared strengths. Education needs to do more than cross the color–line and realize those strengths. It needs to make those strengths a part of a vision—focused on the kinds of changes that promote common goals and values.

This study begins with the historic tenets of Black religion, history, and cultural humanism. It assumes that the best qualities of any culture lie in its value system. That is what must be understood and passed on to future generations. That *value system* is a compilation of the social, psychological, political, historical, and religious. We can see the best of any culture when we understand its value system and how it can be integrated into the tradition of world humanism. This leads to a kind of *cultural model*.

Such a model would cross all color–lines and effectively posit all cultures as not only integrated but each vital to the others. This becomes much more significant when focused in education. One could easily use one culture to *teach* another; thus, both teaching and encouraging students to find and nurture that which we/they share—as opposed to focusing on what makes them different.

BALANCING UNITY AND DIVERSITY: A HISTORICAL PERSPECTIVE FROM MUSIC EDUCATION

Terese M. Volk
Buffalo Public Schools, New York

Public education in the United States has continually been caught in the struggle between the societal forces seeking a unified American culture and those advocating that the diverse cultures in the United States be acknowledged. Reflective of education in general, music education is no different. As an example of how education has dealt with this issue of unity *versus* diversity, music education has historically shown that both can coexist in the classroom.

At the start of this Century, music educators taught patriotic songs to help *Americanize* the immigrants, but they also taught European folk music as culture-representatives of these same immigrant peoples. They worked in a segregated school system, but taught African American spirituals and work songs to all students. American folk songs were included in the music curriculum of the 1940s to foster American unity, yet the curriculum of this same period also included Latin American musics. Since 1967, music education has included the musics of all peoples in the curriculum and has insisted that all children, not just culture-specific groups, receive instruction encompassing at least some of these musics. The profession, through the Music Educators National Conference, officially adopted a statement advocating this global perspective in 1990.

This gradual development of multiculturalism in music education can be viewed somewhat as a microcosm of what has happened in general education. It has shown how one subject, music, can be taught through exploring its many manifestations around the world. Perhaps it is one of the better examples of unity through diversity that has been offered in the public schools of the United States.

TEACHING ABOUT NATIVE AMERICANS: A MORE AUTHENTIC LITERATURE OR A NEW STEREOTYPE?

Signia R. Warner and Stanley L. Warner
Westfield State College

Although blatant stereotypes of stoic savages brandishing tomahawks wearing feather headdresses are scrupulously avoided in contemporary children's books, past and present Indian cultures continue to be misrepresented. It is often difficult to recognize the more subtle stereotypes that persist, both because of our limited knowledge of native American groups and customs, and our romantic illusions.

In addition, the narrative structure of tribal stories is unlike our linear western narrative style. The ritual of oral storytelling in Native American cultures serves broader audiences and different purposes. Indian stories were not specifically crafted for children. They are more complex than westernized children's literature created for particular age groups. The artwork of Native Americans is also diverse, meaningful, and powerful but the images in children's literature are usually created by western artists. Without some background knowledge of Indian symbols, it is difficult to understand and appreciate their meaning.

We may wonder if it's worth the concentrated effort and time commitment needed to learn more about the history and culture of indigenous peoples. We may question if it is even possible for educators and children to overcome our Eurocentric orientation toward native peoples and their stories. Dan Madigan reminded us in his March 1993 article in *Language Arts*, that a multicultural perspective is a necessity. He states that we cannot know our world without a sense of how it relates to other cultures. He quotes Garry Wills, who argues, "Multiculturalism is not a deviation from the study of one's own world, but a precondition of it. Who knows only one thing, knows not even that. A thing entirely isolated would be unknowable."

Teaching materials currently available in a state college education resource collection are examined and critiqued. Ways of assessing contemporary educational media for western bias and subtle stereotypes are discussed.

ETHNIC DIVERSITY: IMPLICATIONS FOR SCHOOL ADMINISTRATION

Claudette H. Williams
Atlanta, Georgia

The sparse availability of information and the problems being experienced by school administration in coping with increasing ethnically diverse student populations motivated this research. Using a case study approach, research was conducted in a metropolitan elementary school in Atlanta, Georgia, enrolling students from over thirty-three countries. Data gathered through interviews, documentary reviews, and surveys were used to generate implications for school administration.

Findings from the study indicated problems resulting from communication barriers (both verbal and nonverbal) stereotypical perceptions of different ethnic groups, and ignorance of their culture and traditions. These problems affected the climate of the school, relationships between school personnel and students/students' family members, the academic success of individuals and by extension the school, and the overall progress of the school in the attainment of its goals and objectives.

Despite the problems presented by ethnic diversity, the administration is still expected to fulfill the needs of its students and maintain a record of strong academic performance and a stable, user-friendly school environment. The findings presented imply that it is difficult to do this in an ethnically diverse school setting without adequate and relevant training and administrative and student support services. School administrators are not trained to deal with an ethnically diverse school population; language support services are inadequate to accommodate meaningful communication between school personnel and students/students' families; ignorance and misperceptions of other cultures stifle respect and understanding; the academic curriculum and extra curricular activities are not culturally sensitive; instructional delivery methods are limited in scope; and sustained student and academic support services are limited or nonexistent.

School personnel training/retraining, employment of ethnically diverse faculty/staff, multicultural education, multicultural social programs, extended foreign student orientation, more relevant support services, and refined human relation skills are requirements of the effective administration of an ethnically diverse school population.

RACISM AND MOVIE MAKING: AN HISTORICAL PERSPECTIVE

Gwendolyn Willis
Indiana University of Pennsylvania

The course entitled, *The History of African Americans in Film and Television,* is an indepth examination of the history and contributions of African Americans in mass communication, specifically film and television. The *cultural exposure* provided by the course helps to promote cross-cultural understanding through the analysis of movies and the effects of society's attitudes about race on Hollywood and the film industry. In addition, the course focuses on the archetypes defined by Donald Bogle in *Toms, Coons, Mulattoes, Mammies, and Bucks: An Interpretive History of Blacks in American Film.* The text examines the origins and development of stereotypes from the antebellum period to the present. This course exposes students to the part of film and television history that is usually never told, and the reasons why.

The theoretical foundation for the course incorporates, but is not limited to, the research of Patricia Hill Collins (*Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*); Thomas Cripps (*Making Movies Black: The Hollywood Message Movie from World War II to the Civil Rights Era*); and Patricia Turner (*Ceramic Uncles and Celluloid Mammies: Black Images and Their Influence on Culture*). The information presented is a penetrating, panoramic view of the distorted images of Blacks, how race and racism permeate our everyday lives through these images, and how the mass media can be used as a positive cultural influence by presenting images that are reality based.

Racism and Movie Making: An Historical Perspective examines these theories and discusses the development, design, purpose, and implementation of *The History of African Americans in Film and Television,* a new Liberal Studies offering at I.U.P. Student comments and reactions to the course will be presented, as well as a mediated slide/sound program.

MULTIMEDIA IN A CLASS OF METHODOLOGY IN PSYCHOLOGY

Alejandro Acuña Limón and Miguel Romo Cedano
Universidad Iberoamericana

Multimedia (MM) Technology is a powerful and promising technique for learning and for improving knowledge. It will help educators to achieve better results from the teaching-learning process.

An instructional design was used in this research including interactive programs that were applied to a group of university students in a methodology course in psychology. Results were compared with a group with the same circumstances, but without use of the new programs nor the instructional design.

The experimental group was made up of 17 students and a control group of 16. Both groups randomly formed at the scheduling process. The population was: 94.2 percent were women and 5.8 percent men in the experimental group and 93.4 percent women and 6.6 percent men in the control group. The program materials were developed in Hypercard V2.1 and PowerPoint V3.1 for Macintosh.

The first objective of this research was to evaluate the use of MM interactive programs in courses traditionally seen by students as boring or theoretical and to measure the degree to which the learning is improved. The second objective was to see the effect of this new instructional design in the self-efficacy of the students and their attitudes toward research.

The main findings were that the Experimental Group (students with MM program) showed a higher level of self-efficacy and higher scores on the learning scale of the subject. Even more, the attitude was a little more positive in this group (although not significantly) toward research activities compared with the control group.

It is possible to get closer to the new generations of students and generate a richer and more meaningful process of learning by combining the new tools with experience in the classroom.

COMPUTER GENERATED INTERACTIVE BULLETIN BOARDS

Aileen W. Freasier
Louisiana Training Institute–Monroe

This presentation will focus on the preparation of a series of computer–generated bulletin boards by the Louisiana Training Institute–Monroe Special School District #1 Educational Diagnostician in collaboration with other members of the Pupil Appraisal Services at the institution, using both facility and personal software. Charged with the responsibility of maintaining a hall bulletin board near their office, the Pupil Appraisal Staff used a variety of software programs to develop a series of seasonal bulletin boards which enabled special education and regular students to personally identify and display their individual academic, behavioral, counseling, and treatment goals. For example, a student independently placed a gift labeled, *Transition Planning, Improved T.A.B.E. Scores, Improved Self–Control, or Improved G.E.D. Qualifications* on a large Christmas tree. However, a student was also able to interact with the bulletin board in the presence of a Pupil Appraisal Staff member.

In addition to *Put Your Gift on the Tree*, other interactive bulletin board titles included: *Make a New Year's Resolution, Maturity Is: . . ., Where Are You In The Time Line, Spring For Your Goals, May Is Better Speech And Hearing Month, Please Add Your Banner, What Are Your G.E.D. Goals?, Happiness Is: . . ., I Can't Accept Not Trying, Which Goal Will You Achieve? and Give Thanks For: . . .*

Each month the computer–generated board emphasized goal setting and goal achievement. The Louisiana Training Institute–Monroe, Special School District #1 Pupil Appraisal Staff has been gratified with student participation and teaching staff interest observed during this ongoing project and would like to share the interactive and goal setting aspects of the project with other personnel teaching adolescents with behavioral disorders.

An exhibit of successful computer generated, interactive bulletin boards will be provided and handouts containing examples and resources will be shared with conference participants.

COLLABORATION IN TEACHER PREPARATION THROUGH TECHNOLOGY

S. L. Newberry
Armstrong State College

The School of Education at Armstrong State College in Savannah, Georgia has joined with its Professional Development School (PDS), White Bluff Elementary, to initiate a new concept in the preparation of teachers involving distance learning technology. The project is made possible by grants from Philip Morris Corporation and the Georgia Professional Standards Commission.

As a result of the grants, distance learning classrooms are established at the College and White Bluff Elementary School, which hosts an inner city student population. The technology makes possible the long distance evaluation of student teaching by college faculty as well as taped performance for self evaluation. Of even more significance, a college instructor (e. g., elementary mathematics) can have his or her students observe a student teacher teaching mathematics to a third grade inner city class. The student teacher will have an audio monitor in his or her ear allowing the college instructor to converse with him or her during instruction. Additionally, the distance learning (DL) system is connected to a DL classroom in a rural school which allows interaction with a different culture and population. The technology has also made possible numerous staff development opportunities and complemented public school teacher participation in School of Education governance. For example, two PDS teachers who are members of the School of Education Curriculum Committee can now attend noon-hour committee meetings without leaving their schools.

The students and preservice teachers are not the only benefactors in this project. The utilization of this technology provides supervising teachers with *hands on* professional development opportunities. They have witnessed an eagerness on their part to participate in new teaching strategies. This unique application of technology to teacher preparation is a harbinger of the future that is rapidly exerting a positive influence on the profession.

COLLABORATIVE LEADERSHIP WITH TECHNOLOGY

Linda Orozco Martisko
California State University, Los Angeles

As a creative and problem solving vehicle, the process of collaboration holds great promise as we face current challenges in education. The process of collaboration is one of the most productive and fundamental forces in human nature. Yet, despite our recognition of collaboration as a creative and problem-solving vehicle, few individuals or organizations utilize it effectively.

> *No more prizes for predicting rain,*
> *prizes only for building arks.*
> Louis Gerstner

Based on research by MIT, Digital Equipment Corporation, General Motors and others; this paper combines an *analysis of the collaborative process* with the *new generation of computer technology tools*. By creating a collaborative environment utilizing computer hardware/software educational leaders can problem-solve in a highly effective manner. The paper:

- details collaboration as enhancing inclusion, diversity, and social services
- provides a *how-to* packet in Collaborative Leadership with Technology

Collaborative Leadership with Technology serves as a resource to educational leaders in planning and implementing successful collaborations, both within their organizations and with other agencies. This presentation highlights effective strategies for preparing school leaders in collaborating successfully. An evaluation of the technology-enhanced collaborative learning process is reviewed. In addition, inquiry includes reactions, ease of use, comparative analysis to other instructional formats, and strengths of the innovation. Related information includes a guide on uses, techniques, and evaluation of collaborative leadership with technology in education.

GATEWAY TO GREATER INTERNATIONAL UNDERSTANDINGS: COMPUTER TECHNOLOGIES IN THE AMERICAN CLASSROOM

George W. Reid
University Of Cincinnati

A communications and information revolution improving how people are taught and how they learn has occurred without a lot of assistance from higher education. This revolution, however, will have a lasting and profound affect on how colleges and universities deliver instruction in the future.

There has been very little response to the technology revolution from the academy. Nevertheless, instructional technology advances continue to occur. At some point, the academy must respond to this revolution or possibly lose control over the character and quality of higher education. It is suggested that academicians must view technology transfer as a boon, rather than a threat. The traditional view of higher education faculties is that technology transfer is not appropriate for the academic community.

Moreover, if computer technologies are allowed to be a substantial part of the instructional process, student understandings, especially of international education, will improve in classes like foreign languages, foreign cultures, foreign affairs, and the histories of foreign peoples. When the computer is properly used as a resource, students can connect through on-line services around the world and interact with peoples in different countries. These interactions are bound to improve international relations.

However, computer technologies can improve the rate of learning about foreign topics at the academy only if certain other problems are solved. The major area of problems is that faculties need to be developed to the level where they want to more widely use the computer. To accomplish this, faculty apprehensions about technology transfer will have to be eliminated. Well-designed faculty development programs can increase faculty acceptance of and comfortability with the wide infusion of computer technology in classroom instruction.

There are other attendant problems, but with proper resources, these will cease to exist. One of them is technology access for poorer students who are required to master lessons delivered by computer technology, but who cannot purchase computers.

GENERAL EDUCATION AND TECHNOLOGY

Howard Ross
University of Wisconsin

The University of Wisconsin, Whitewater, began implementing a new interdisciplinary core curriculum in the Fall of 1994. The conceptualization and planning for a progressive role for instructional technology within the new core curriculum are presented. The six core courses include the progressive integration of tolerance, diversity, and telecommunications. In short, they will profoundly transform the way faculty teach and students learn at the University of Wisconsin, Whitewater.

*RESTRUCTURING THE CLASSROOM PARADIGM: USING TECHNOLOGY TO STIMULATE WORLDWIDE DIVERSITY

Arthur S. Shapiro
The University of South Florida

By creatively utilizing technology, the centuries-old classroom construct of education and schooling becomes restructured into a family-style unit, meeting a wider range of human needs. Technology, largely utilized as an adjunct to education and schooling, becomes the organizing principle, the fulcrum, reorganizing classroom structures and processes fundamentally, and linking *families* globally.

This construct utilizes a family group of five students as its core. The family operates within its highly flexible turf as a group, as individuals, and with other individuals, families, or schools, locally or internationally, depending upon goals, objectives, technology, and facilities.

The constuct reflects flexibility of the turf/family concept, suggests possible technologies, and intimates major impact on local and international educational and schooling practices. Because the basic instructional unit becomes the family, cooperative and independent learning become primary instructional modes. The teacher becomes facilitator, designing instruction and schooling to purpose, utilizing human, technological, and material resources as needed.

These small communities are hooked into larger units of four teachers and 100 students. Both organizations, families frequently working in their turf, and larger learning communities (also families), provide warm, supportive smallness needed for the informal, intimate atmosphere that contributes emotional support, reduces disciplinary problems, and, if managed properly, produces a culture supporting active, thoughtful inquiry. Such an organization meets students' interests and needs better than more impersonal class and departmental structures universally in vogue.

The family has a computer and television, plus necessary technology to support scientific inquiry/experimentation, the humanities, and to relate globally to sister families. Student contributions are a major component. To teacher responsibility, proactivity, wise decision-making, and respect, opportunities must be created to practice them.

TECHNOLOGY AND EDUCATION: ELECTRONIC COMMUNICATION IN THE CLASSROOM

Denise Staudt
Our Lady of the Lake University

Communication technologies are powerful, motivating tools that actively engage students in thinking and learning. As computers, modems, and other methods of connecting to the Internet are being integrated into school classrooms, successful *technology-using* teachers are enjoying the powerful benefits of computer-mediated communication. By making the journey onto Internet, thousands of teachers and students are utilizing electronic communication every day. The convenience of electronic communication is breaking down the walls of classrooms and opening up new worlds and unlimited information for students and teachers. One of the greatest effects of electronic communication activities on students is the knowledge they gain through interpersonal exchanges.

Electronic mail, news groups, and electronic bulletin boards serve as convenient vehicles for students to use to access a world of individuals and information waiting to provide help and information. Innovative teachers utilize educational telecommunication activities such as computer pen pals, classrooms making direct contact with students in other classrooms around the world, and students making contact with subject matter specialists around the world to facilitate instruction as well as multicultural experiences and global understanding. Using electronic communication for instructional purposes has major implications for teacher education programs. Perhaps the most serious challenge to teacher educators today is how to prepare technology-literate, innovative teachers to face the classrooms of the future.

It is evident that the integration of communication technologies in classrooms is posing a definite challenge for teacher education programs. According to many experts in the field of telecommunications, teacher education programs need to acquaint their students with the potential of the technology and the integration of the technology into teaching. While teacher preparation programs have an obligation to train preservice teachers in communication technologies, access to telecommunications and distance learning poses major obstacles for many programs. This presentation focuses on one teacher preparation program's attempt to prepare future teachers to utilize communication technologies effectively.

BRIDGE: A UNIQUE U. S.–CANADIAN COLLABORATION

Robert Arbuckle
Lake Superior State University

The twin communities of Sault Ste. Marie, Michigan, and Ontario, have experienced severe economic fluctuations over the past decade and need to broaden their economic base.

The three postsecondary educational institutions that serve the region, Lake Superior State University in Michigan, Algoma University College, and Sault College of Applied Arts and Technology in Ontario, have established a cooperative relationship that works to the advantage of all. They are the heart of BRIDGE.

The mandate of BRIDGE is to develop a unique, cross-border educational initiative which will:

- build on the special characteristics of the region;
- provide programs of a caliber and content which will attract students, enhance the standing of all three founding institutions, and show leadership at the local, state, provincial, and national levels;
- demonstrate an innovative and creative approach to education;
- broaden the economic base of the twin cities of the two Saults; and
- attract interest, support, and funding by the governments of Michigan, Ontario, the United States, and Canada, as well as the private sector.

The mission of the Center is to provide research, education/training, and consulting services to a wide range of public and private sector clients who are seeking to increase their capability in the creation of policy, development of technology, and implementation of practices necessary for sustainable forests.

INITIAL TEACHER EDUCATION FOR EQUALITY OF OPPORTUNITY

T. A. Atkinson and E. Lazarus
University of Bristol

This presentation addresses the issue of equal opportunities in initial teacher education. Consideration is given to such aspects as:

- entry requirements and access to courses,
- the curriculum of initial teacher education
- issues in supervision and assessment,
- the responsibilities of faculty members to model good practice, and
- the encouragement and facilitation of good equal opportunities practice by student teachers.

The presentation reports the findings of a small scale empirical study into the perceptions of student teachers of their own experience of discriminatory and anti-discriminatory practice during the practicum and in the University. From these data some preliminary conclusions are drawn as to the transferability of the student teacher's own experience into her or his practice. These conclusions help to conceptualise a model for the construction of a new teacher's equal opportunities practice.

The goal of the presentation is, therefore to describe, with regard to trainee teachers, the link between, on the one hand, personal experience of discrimination and anti-discriminatory practice and on the other, professional development in anti-racist teaching, anti-discriminatory practice, and equal opportunities.

BRIDGES: AN ELEMENTARY SCHOOL, UNIVERSITY, CORPORATION PARTNERSHIP

Ron Burk
Stephenville Elementary
Ann Calahan and Jill Burke
Tarleton State University

Central Elementary in Stephenville ISD (Texas) has implemented a unique before-school enrichment program in collaboration with Tarleton State University's (TSU) Department of Education and Psychology and area businesses. This project, which will provide links to America 2000, is a replicable model of a unique partnership between the local community, corporations, public school district, and the University's College of Education and Fine Arts.

Central Elementary has recruited 13 local corporations and organizations to sponsor and support a series of learning centers which are available to children who are on campus in early mornings before classes begin. The centers operate between 7:30 - 8:00 a.m. and students attend each center for one week, thus providing a before-school enrichment program during time periods previously not used for learning. Additionally, TSU's teacher education students provide support for lesson design and delivery of instruction at each corporate learning center.

Program financial support is multifaceted as well, Stephenville ISD and TSU contribute funds to underwrite the costs for project supervision and coordination. Participating corporations underwrite costs of materials and supplies for their respective centers including funds for materials, supplies, and related implementation expenses. Corporations also provide and promote volunteer participation by their employees to plan, supervise, and implement instructional activities for the corporations' selected learning centers. Some corporations voluntarily pay wages and benefits for their participating employees.

*PREPARATION FOR ALTERNATIVE CAREERS IN EDUCATION

Kent M. Christiansen
Arizona State University

The range of educational activities in the teaching/learning environment is exceptionally broad. The spectrum of learning activities is not limited to formal settings of public and private schools, but also includes opportunities in business, industry, labor, church, government, community, and other centers of interest. Allen Tough (1978) of the Ontario Institute for Studies in Education reported that 80 percent of learning experiences are outside the formal classroom. Variable teaching opportunities and various education-related jobs exist in addition to the more traditional school patterns.

Educational institutions face the challenge to develop differentiated teacher education programs responsive to the many kinds of people who plan to work in the teaching/learning process. This is a break from past patterns, which instructional approaches have, with only slight variations, been fairly standardized, focusing their attention on preparing professionals for schools and state certification. Now, new skills and knowledge are necessary, requiring reality-oriented learning experiences specifically for other settings. Teacher education institutions now need to include as both their prerogative and responsibility the development of individuals in the learning experience leading to an earning experience connected with educational activities supported by community. Public welfare and private corporation both stand to realize substantial returns.

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ENHANCING MULTICULTURAL APPRECIATION IN HIGHER EDUCATION

Paul M. Hollingsworth
Brigham Young University-Hawaii

In describing our culturally diverse students, it has been found at Brigham Young University-Hawaii (BYU-H), that many of our culturally diverse students are first-generation college students. They tend to have unrealistically high expectations based on a distorted view of American culture and American higher education. The dilemma we face is how to allow students the space to be who they are while at the same time coming together around common bonds.

All students, especially culturally diverse students, need academic and financial support programs. These support services effectively retain these students. Work positions are available for all students who need to work to pay their way through school.

Our prospective students begin the process by meeting with an advisor in their own country. After being admitted, dormitory assignments are made to include cultural differences within each room and throughout the dormitory building. English speaking, writing, and reading skills are taught to help the students break down cultural languages through our English Language Institute.

At the beginning of each school year, orientation activities help students to feel part of the University. Ohana (family) units (eight-10 students) are organized at BYU-H. These units have a mixture of cultures. Within these ohanas, the culturally diverse students participate in sport activities, travel, eat, and study together, and become involved in other social activities.

In a pluralistic society and a pluralistic university, we encourage everyone to develop an appreciation of differences and a sensitivity to those elements that make us who we are. We can work together to create a society that is sensitive and able to meet the challenges of multicultural diversity in higher education and move into the 21st Century.

DIVERSIFYING UNIVERSITY FACULTY

Joseph Julian
San Francisco State University

An explicit, aggressive, multifaceted, and result-oriented campaign is being conducted in the College of Behavioral and Social Sciences at San Francisco State University to recruit and retain faculty that reflect the heterogeneity of the many diverse communities in the San Francisco Bay Area. Between the fall of 1986 and the fall of 1994, forty-three of the forty-eight tenure track hires made were persons of color, women, or individuals with disabilities. The campaign strategies include: valuing diversity, recognizing the importance of role models, providing incentives to departments that make successful hires; closely monitoring the search process; making certain search is thorough and the pool includes diversity; offering creative inducements to candidates; marketing the university and community; when necessary, disagreeing with the recommendations of the department; formalizing or institutionalizing by establishing an elected advisory Affirmative Action and Diversity Committee; and adopting an Affirmation Action and Diversity policy. This information can particularly benefit individuals who are committed to enhancing the diversity of their campuses.

INTERNATIONAL EDUCATION EXPERIENCES TO ENHANCE STUDENTS' GLOBAL MARKETABILITY

Charles T. Muse
Florence-Darlington Technical College

The South Carolina International Education Consortium (SCIEC), funded by a Title VI grant, was formed in the Fall of 1992. To foster support for Florence-Darlington Technical College's (FDTC) participation in the consortium, the college administration assigned a faculty member to serve as chairperson for a newly formed international committee and FDTC's international liaison to the consortium. This international committee has promoted activities, programs, resources, and community outreach to increase international awareness and opportunities for students, faculty, staff, and administrators.

Curriculum development is an important component of FDTC's internationalization effort. For example, an engineering graphics course was targeted because engineering graduates in the past have not accepted positions with a local plastics corporation because of a six months training program in Taiwan. International contacts were integrated throughout the course to demonstrate various cultural and business practices. With grant funds, a computer program was purchased that integrated maps from all over the world that were used in graphic exercises. In addition, other courses, to include a global women's history course which focuses on what women are like in other cultures and charts the contributions of women throughout history from a global viewpoint.

FDTC's most exciting project is the Faculty Return to Industry Program with emphasis upon international corporations based in the Florence area. The goal of this project is to gain sufficient insight into the type of work and corporate culture of Roche Carolina, Inc. and the culture of Switzerland so that engineering technology students can be better prepared to be successfully employed.

To foster awareness, appreciation, and an understanding of the various nationalities and cultures in the College's three county service area, FDTC, in partnership with the International Club and the Florence Family YMCA, have sponsored a community wide International Festival. The success of these on-campus festivals has led to corporate-sponsored International Days, which include ethnic food prepared by the college's dining facility and cultural booths that combine country and business culture of the corporate sponsor.

The educational experience at FDTC is beginning to provide an international perspective which students need to become marketable in today's global economy. The International Committee with presidential approval has in place a five year plan that will lead to apprenticeship programs with foreign firms, additional return to industry programs, sister college relationships, and continuous internationalization of the curriculum. FDTC is committed to preparing students to compete in an ever-changing global economy.

POST BACCALAUREATE ALTERNATIVE TEACHER CERTIFICATION PROGRAM

Yvonne Shaw and Henry Brigham
Paine College

Methods of implementing and developing an alternative teacher certification program for baccalaureate degree holders are reviewed. Such a program is designed to meet the specific needs of individuals seeking licensure in middle grades, secondary English, mathematics, science, and social studies. The purpose and need of such programs, goals, outcomes, assessments, professional components, recruitment and preparation, selection and admission plans, and curriculum development are considered.

PROFESSIONAL DEVELOPMENT OF MEXICAN FACULTY THROUGH UNIVERSITY COLLABORATION AT THE CALIFORNIA BORDER

Stanley L. Swartz and J. Francisco Hidalgo
California State University, San Bernardino
Jesús Francisco Galaz-Fontes
Universidad Autónoma de Baja California and
California State University, San Bernardino
Marco Antonio Villa-Vargas
Universidad Autónoma de Baja California

Mexican faculty are in need of professional development, but opportunities to do graduate work are highly centralized. Mexican institutions in the northwest border are far from national alternatives, but they are near United States institutions. To benefit from proximity and from the North America Free Trade Agreement, we need to change our view of what constitutes our sphere of influence; we need to pay more attention to English; we have to sort out the differential costs of higher education; and finally, we need to know each other better and directly.

After a Memorandum of Understanding, 11 faculty from the Universidad Autónoma de Baja California (UABC) and four from the public educational sector are participating in a Master's program in special education offered by California State University, San Bernardino (CSUSB). The program logistics are scheduled on a quarterly basis and the costs of the program are being covered by all of the participants, most noticeably CSUSB, which waived out-of-state fees for ten participants.

Four factors have been found critical for program progress. First, the work area was defined considering the Mexican University tradition and infrastructure. Second, English proficiency was not demanded at a 100 percent level at the beginning of the program. So, there have been opportunities to work on this aspect, as well as consideration of the program instructors, who were largely bilingual, during the first two quarters of the program. Third, time and space programming have been necessarily flexible, as participants work full time. Fourth, the effort is supported by an enthusiastic faculty group eager to establish long-range academic relationships with Mexico. Both CSUSB and UABC see this Master's program as a first step in developing a joint bilingual program that will respond to needs of the area. Fifth, there has been administrative support and understanding for the goals of the program. Sixth, funds for the program are provided by both universities as well as by the participants and other sources. Finally, there has been faculty knowledgeable of both languages and of their respective institutions willing to serve as liaison persons between CSUSB and UABC.

GANG VIOLENCE: A NEW THREAT TO HIGHER EDUCATION

James W. Utterback and James A. Barbieri
Dodge City Community College

The epidemic of drug and gang related violence has grown exponentially over the past several years. College and university campuses are not immune from drug and gang related violence. On the contrary, campuses tend to mirror their surrounding environments. The issues addressed include gang formation, operation, organization, and related criminal activity. Specific information will detail experiences at Dodge City Community College (DCCC) with gangs, drugs, and how correctional education has impacted efforts to alleviate these types of activities on campus through a planned prevention and intervention paradigm. The model includes issues related to recognition of gang indicators, recognition of gang signs and communication techniques, institutional responses to gang related activity, community prevention tactics, and stresses the importance of early recognition and the immediate response of a community-wide coalition.

Prevention and intervention strategies related to gang violence pose complex legal questions, especially at public institutions. The rights of individual students have to be weighed against the institution's need to preserve its academic mission and protect the academic community from violence. Specific topics include: impact of gang violence on the student judicial system, student privacy, freedom of speech/expression, due process, and tort liability as related to public institutions along with the formation of a campus-wide coalition linking college, law enforcement, and community resources to intervene at early stages.

The formation of gangs, their organization, methods of operation, and relationship to criminal activity are addressed, including specific information on the experiences of DCCC when it was faced with a large influx of violent gang-related activity. The disciplinary process was made difficult by fear and intimidation. The violence culminated in a student judicial system characterized by fear and intimidation as administrators dealt with terrorist threats, aggravated assaults, batteries, drug trafficking, kidnapping, and rape.

One full year of activity is detailed to illustrate the magnitude of the drug problems and associated violence faced by DCCC. Included are descriptions of students firing guns on campus, selling crack, threatening students, hiding other gang members on campus, abducting students, and threatening police and staff.

On the Miscibility of Science and Environmental Education

Thomas B. Cobb
Bowling Green State University

The intrinsic interdisciplinarity of environmental studies creates an interesting conundrum. Comprehension of environmental problems often requires conceptual understandings from many different disciplines. At the same time, indepth specializations in a single area are usually required to develop solutions for particular problems. The balance which must be struck between generalist and specialist presents a special challenge for educators. Sufficient content must be introduced to provide a basis for understanding, but the connectedness of nature requires broad knowledge not usually accessible to the average student and often not even to the teacher. Whether science principles can be introduced effectively in this context is an open question. Methods to accomplish this using environmental themes will be discussed with a view toward infusing discipline in interdisciplinary studies.

ECOLOGY AND WORLD CIVILIZATION: CREATING AN ECO-CENTERED CURRICULA

Jeffrey Collins
Oglethorpe University

A truly refined global education should center on the foundations of human existence itself: the local care and nurturance of eco-systems as the basis of all future political, social, and economic decisions. As part of a proposed core curriculum for 21st Century university education, an eco-based course or courses could redirect and transform thinking processes about the earth and our nascent approaches to growth, reclamation, and restoration of vital ecologies.

A more invigorating, life-enhancing education necessitates the organization of knowledge around the evolution of life, the role of biology in culture, and the promises and threats of emergent technologies. By providing insights and guidelines for critical decision-making about present and future civilizational growth, 21st Century universities can help reshape humankind, and the earth, together.

Los Retos de la Educación Mexicana

Luis Cortés Coronel
Coneo Nacional de Fomento Educativo/SEP, Mexico

En 1921 se funda la Secretaría de Educación Pública, y con ello el Estado se convierte en el gran educador del pueblo; poco después nace la Escuela Rural Mexicana y las Misiones Culturales como los primeros ejemplos históricos y visionarios con los que da inicio la expansión del sistema escolar. El resultado: una tranformación intensa y acelerada en la que la matrícula pasa de aproximandament 850 mil alumnos en 1921 a 25,794,587 en 1994; no obstante el sistema escola desde su cima a la base, mantiene líneas de acción sin autrocrítica reformadora que han dado lugar de hipertrófias y atrófias.

COURSES OF CITIZENSHIP FORMATION

Maria Da Glória Gohn
University at Campinas-Brazil

The aim of this presentation is to present concrete and theoretical elements to a proposal for courses of citizenship formation, to be elaborated in the University for the popular classes. In the elaboration of the proposal, the paper first examines the social struggles and movements in Brazil for civil, political, and social rights, mainly those of popular classes. It recovers the memory of collective actions with basis in registers from the Brazilian history and analyzes their meaning in terms of citizenship for the recent period. This study is based on research available in the Brazilian social sciences area. It analyzes the popular movements that claim for facilities and social services, struggles for land obtainment, house construction, and several pluriclassist movements organized to deal with women, ecology, peace, ethics in politics, and against hunger and poverty issues.

The presentation analyzes experiences of non-formal education in Brazil during the last decades, made by non governmental institutions in cooperation with the state. It also analyses the forms and structures generated by the public administration as an answer to the political pressures of the urban social movements, such as popular councils, women, children, and aged people thematic councils.

EL INVENTO COMO PRODUCTO DE PROCESO EN EL CURRICULUM DE LA EDUCACION GENERAL

Yolanda J. Delgado de Bostrom
Gainesville, Florida

Este diseño curricular tiene como objetivo general, contribuir a facilitarle a los niños y jóvenes la exploración del fascinante mundo de los inventos. Los alumnos comprobarán que ellos pueden generar ideas ante una necesidad o problema, y que al tratar de identificar y desarrollar la mas adecuada, hasta convertirla en una realidad, en un invento, la ruta a seguir puede estar llena de dificultades. Apreciarán el valor del esfuerzo, de la perseverancia y del conocimiento en el proceso de inventar.

Otras características significativas de este diseño son:

Se enfatiza el papel del educador como un facilitador en la enseñanza del proceso de invención, asistido por inventores de experiencia, que lo ayuden a identificar las destrezas, procesos, actitudes, motivaciones y estrategias de acción, que caracterizan el trabajo que ellos realizan como inventores.

Se destaca como este enfoque de proceso facilita en la educación general, la correlación entre ciencia, matemática, historia, estudios sociales y el lenguaje, en un ambiente educativo propiciador del desarrollo en cada alumno de la autoestima, la confianza en si mismo, el pensamiento crítico y creativo, y de la capacidad de interpretar significados para con ellos construir conocimientos.

Se utiliza el pensamiento, "No man is an island" (ningún hombre es una isla), del poeta británico John Donne para poner de relieve el carácter universal de la actividad de inventar, y que asuntos relativos a los inventos no pueden resolverse con el aislamiento. La creación de inventos no tiene barreras geográficas o determinadas por grupos, por la edad o por el nivel educativo formal. Tanto mujeres como hombres inventores han contribuido al mejoramiento de nuestras condiciones de vida y al progreso de la humanidad.

IMPLEMENTING AUTHENTIC ASSESSMENT OF STUDENT LEARNING

Cheryl Fulton Fischer
California State University, San Bernardino
Rita M. King
University of the Pacific

The service and technology-driven global economy of the twenty-first century will demand a much higher level of intellectual attainment for a greater percentage of the population than did the industrial or agrarian societies of the past. Training educators who can achieve these outcomes has major implications for curriculum design and instructional practice in today's educational programs.

Assessment is the key to bringing about significant educational reform. Moving beyond the multiple choice, fill-in-the-blank midterm and final exams as the accountability tool will enable educators to help their students become intellectual performers rather than passive conveyors of prefabricated answers.

These outcomes can best be achieved through performance assessment. This process requires students to tackle complex tasks involving many possible solutions, engages students in collaborative activities, investigations or hands-on problem solving activities similar to those they might experience in the world of work. In authentic assessment, students keep portfolios of their work over time and reflect on, and take increased responsibility for improving their learning.

The purpose of this presentation is to highlight key areas related to the implementation of authentic performance-based assessment at the elementary school through the college level. If assessment is to realize its full potential to improve instruction and learning, educators must be trained in the process. The presenters have identified an array of critical and interrelated decision points, design issues and implementation strategies which have bearing on the potential of assessment to improve teaching and learning.

Various assessment models and some promising practices and pitfalls in the development of assessment alternatives are discussed as well as planning, resource allocation, professional development, and implementation strategies, essential to successful assessment reform.

MANAGEMENT STRESS: CAUSES AND SOLUTIONS

Cheryl Fulton Fischer, Dwight Sweeney, and Art Townley
California State University, San Bernardino

Stress is a part of everyday life and is fast becoming an expected outcome of being involved in the work world, especially for those in management positions. A stress survey was developed to determine the major sources of stress experienced by school managers and coping methods they use for dealing with stress. The researchers believed that understanding the job-related stressors for principals and assistant principals could provide clues to understanding how training for the roles could be improved. Identifying how principals cope with stress can provide training programs with information on ways to help future school managers expand their coping skills to better deal with the day-to-day stress of the positions.

A survey was conducted in San Bernardino and Riverside Counties in California to determine the sources of stress experienced by educational leaders at the school sites and if assistant principals and principals are receiving adequate training to cope with the stress that is related to the job. The eastern most border of the two counties is the Arizona State line. The counties are diverse and the socioeconomic status of citizens within the 52 districts ranges from very wealthy, upper class communities to very poor inner city and rural citizenry. The makeup of districts includes unified districts with kindergarten through twelfth grades, elementary districts, and secondary districts. The size of schools varies from less than 100 students in an elementary district to secondary schools of 3,000 plus students.

Seven hundred two surveys were mailed to assistant principals and principals in the two counties in California. Five hundred seventy five usable surveys were returned, a 81.9 percent return rate. In addition to descriptive information, the respondents were asked to identify the amount of stress associated with thirty-eight terms using a five-point scale. They were also asked to rate the effectiveness of 17 coping strategies listed in the survey or to add others they utilized.

The presenters will summarize the data describing the sample and present their findings related to the major sources of stress and coping methods utilized. In addition, a summary of the literature on stress reduction methods suggested will be included and compared to the responses received in the study.

EL DOCENTE EN LA ENSANANZA DE VALORES Y ACTITUDES COMO AGENTES DE CAMBIO Y DE TRANSFORMACION SOCIAL

Ceneida Sanchez De Duque
Universidad Pedagogica Experimental Libertador

El presente estudio fue concebido con el proposito de contribuir a mejorar el desempeno del docente en uno de los grandes retos que plantea la educacion actual: ayudar a los educandos a identificar y clarificar sus propios valores objecto de que tomen decisiones autenticamente suyas. En el marco de esta perspectiva, la gran tarea del docente es entonces, la de formar actitudes y valores con el proposito de cambiar tanto el sujeto como la realidad contextua en la cual esta inmerso. Visto asi, los procesos de enseqanza y de aprendizaj deben orientar la formacion, en el educando, de un sistema organizado de valores; indispensable para su desarrollo integral. A traves de los procesos de enseqanza y de aprendizaje el educando puede ir conformando progresivamente un sistema organizado de valores que es indispensable para su desarrollo integral. La interiorizacion de los valores mediante los procesos de maduraci transmitidos por la familia, la escuela y la sociedad en general, origina una autentica integracion de la conducta en el sistema social.

La solida formacion academica del docente, su sensibilidad, su habilidad para tratar con grupos diversos, su capacidad para resolver problemas o enfrentar situaciones, su vocacion de servicio y de ayuda, deberian ser, entre otros, los rasgos predominantes a desarrollar. El dominio de las modernas tecnicas y de los metodos de ensenanza asi como la habilidad para la seleccion y utilizacion adecuada de los mismos, constituyen tambien, aspectos de primer orden dentro de la formacion del docente.

El papel del profesor, fundamentalmente, consiste en establecer una atmosfera y un clima adecuado para una discusion critica de los mismos. Es convenienteque el profesor sea entrenado primordialmente en cuatro ambitos: (a) la creacion de un clima adecuado de aula; (b) la conduccion de las discusiones; (c) la seleccion de los topicos y dilemas morales; (d) la ayuda para que los alumnos realicen valoraciones y tomen decisiones" (Escarmey 1,986). Es importante ademas, que el docente desarrolle la habilidad para elegir temas que susciten la reflexion, basicamente para que los educandos tengan la oportunidad de investigar y discutir los valores, para que ellos construyan su propia jerarquia de valores, adquieran seguridad y propiedad en los conceptos emitidos y la identificacion o no de ellos con los valores de los companeros de clase. De alli, que sea fundamental que el docente procure que las afirmaciones valorativas de los educandos no sean vistas como correctas o incorrectas. Ademas, si el docente participa en las discusiones, conviene que lo haga como uno mas del grupo, sin que imponga a los alumnos sus propios valores, juicios o puntos de vista.

THEORETICAL ANALYSES OF SCHOOL PERFORMANCE

Agueda B. Uhle
Unicamp/CNPq, Brazil

The decade of the nineties, for education, has been marked by the pursuit of new theoretical paths for the analyses of schools systems. After the studies produced in the decades of the sixties and seventies that showed the inequalities of school access and the inefficacy of public policy, we now face the problem of assuring enough places at school for the whole population; today the comprehension of school performance is extremely searched.

Statistics show high numbers of failing in basically all school grades of the education's obligatory system. School avoidance, already been treated as a central problem in schooling, decreases in the measure that the numbers of statistics are collected and treated.

The great rate of failing indicated by Brazilian educational statistics has not decreased, in Brazilian schooling as in other countries, the fact is that this problem is a world dilemma. In France, despite the progressing changes in the legislation concerning the school education, there is still a lot of school failure.

In the theoretical domain, however, the big polemic among sociologists, historians, and educators gives birth to new perspectives over the school. The French proposition, represented by P. Bourdieu, allows the analyses of factors of distinction of school populations by the heritage traduced in cultural, economic, and social capital. Reasoning that, thanks to the process capable of distinguishing one student from the other, the distribution of students to each establishment is done (either to very important schools or less important ones), to the public or private systems and to the university (either respected majors as Medicine or Literature).

The other theoretical proposition exemplified by A. Prost and J. M. Chapoulie, among others, has looked to the concurrence between establishments, in the decisions taken by schools directors, teachers and parents, and clarified the factors involved in the going-forward-and-coming-back process of schooling and democratization of formal education.

THE PROBLEM WITH TOLERANCE AS AN OUTCOME

Jonathan Parker

In the late 1980s and early 1990s, outcome-based education (OBE) appeared to be on the way to becoming a primary vehicle for school reform. The idea of establishing outcomes for students and then requiring them to demonstrate achievement of outcomes through performance assessments seemed perfectly logical. Shouldn't schools have clear statements of what they expect students to know and be able to do? Shouldn't students be expected to demonstrate that they have really learned something during their educational experience? Shouldn't students be held accountable to performance standards?

Although conservatives typically have been pleased with some of the accountability elements of OBE, many have not been pleased with some of the outcomes that educators have developed. Some outcomes from the affective domain have been characterized as promoting *alternative life-styles* (translated homosexuality), promoting global citizenry over national identity, and forcing children to conform to state-mandated values and behaviors.

It is contended that while schools have an obligation to teach students a curriculum which has affective elements, it is not appropriate that students be held accountable in terms of performance assessments for these various affective components of the curriculum. Although cooperation and tolerance are fundamental to a democratic and pluralistic society, requiring children to demonstrate cooperation and tolerance in order to graduate from high school is coercive and decidedly undemocratic. The teaching of tolerance needs to take place in the context of a *marketplace of ideas,* where any issue that has currency in the culture at large is discussed.

HUMAN TRANSPERSONAL DEVELOPMENT: AN ALTERNATIVE EDUCATION MODEL

Ana Maria Gonzalez-Garza
Universidad Iberoamericana

The current challenge to education at the threshold of the twenty-first century is to discover possible solutions to the phenomena of depersonalization, exploitation of nature, lack of purpose, and loss of the spiritual values. In our judgment, this *global crisis* is due to a lack of consciousness.

From this perspective, this presentation is intended to present an alternative proposal to approach the study of human nature and its development that may help discover and unveil roads that lead to a more profound understanding of the complex human phenomenon, as well as to achieve a balance of unity and diversity on a global scale.

The proposed model, called *Spiral of Growth*, envisions the development of human consciousness, the transformation process that occurs in all human beings, from birth to full maturation and the full realization of their inborn potential. These transformations that naturally tend toward self-realization, result from the human development and learning process.

The Spiral of Growth constitutes an important challenge to education, includes not only a profound knowledge and a broad understanding of human nature and its natural development process, but also an open attitude toward interdisciplinary dialogue experience, change, and finding oneself and others, finding the world and the cosmos.

Knowing and understanding the infinite capabilities of human nature is a compelling need if we want to confront the challenge of responding to the global balance that goes beyond individualistic and egocentric attitudes, as well as partial and specific views of reality. In order to meet this challenge we need a didactics—understood a part of teaching—that promotes the self-realization of the human potential, the development of creativity, spontaneity, originality, communication, critical judgment, the expression of being, the responsible exercise of freedom, and the transcendence of polarities and dichotomies.

ECONOMICS AND EARLY EDUCATION IN CHINA

Candace Kaye
Pacific Oaks College

A two year study in Beijing explores how early childhood education reflects China's emerging role in the world economy. The need to preserve cultures through training their young has long been recognized. This paper demonstrates how China is continuing to instruct its very youngest citizens in the rapidly changing economic market. The early childhood curriculum is investigated in relationship to the socio-political climate that is a primary force in the quality of life i the People's Republic of China. The study argues that the continuing need for understanding the Chinese culture includes how its citizens are preparing the next generation.

The combination of the economic changes and the endurance of the authoritarian leadership, has created new dichotomies and as reflected in these studies, early educational curriculum design is struggling with this change. It is argued that any study of education in China must be based on maintaining a solid understanding of the continuing close alignment of school and government. These studies must include knowledge of the central socialist political structure that drives institutional programming designed to mold future citizens of the People's Republic of China. No organized investigations of this topic were revealed in the literature search since the Tiananmen Square student uprising in 1989 and the rapid social changes due to the current economic reform policies of the government. However, a review of literature is presented that reflects cultural and political perspectives that impact current early education practices in China.

A discussion of conclusions of the study include (a) the warning that generalizations of traditional educational values can still be easily made for China and that caution must be used in explorations within the changing economic climate and (b) the proposal that the *Peking-duck style of education* in China's early childhood classrooms transmits knowledge that is culturally nurturing in its process.

VOICES AGAINST VIOLENCE

Jan McCracken
Tacoma School District

Voices Against Violence is an experiential curriculum designed to impact the growing problem of youth violence. Voices Against Violence incorporates the insights of teachers, counselors, and law enforcement to provide alternative, prosocial, community experiences for youth either currently involved or at risk of becoming involved in violent activity. Recognizing that youth violence is often proliferated through youth gang involvement or influences, Voices Against Violence endeavors to furnish participants with the bonding inherent in the structure of youth groups and gangs.

Groups and sessions are structured to meet the participants' need for a small nuclear unit in which they feel connected. As a result, Voices Against Violence offers a powerful, emotional influence counteracting the attraction of gang involvement. In addition, the curriculum focuses on developing anti-violent options which will aid the participants' future decision-making process and actions. These skills will transfer to the daily choices made by youth in the community. Central to the curriculum is the development of the individual participant's self-esteem, the formation of positive cooperative efforts, and the belief that change is possible through reflection and learned proactive social skills.

Voices Against Violence is a flexible curriculum which can be adapted to serve the needs of youth in upper elementary, middle school, and high school. The facilitator is provided with a variety of activities to choose from or modify to maintain age appropriateness. In addition, the delivery of Voices Against Violence can be adapted to meet the time structure of each group. The curriculum, as designed, is best delivered in two hour blocks of time. However, it can be adjusted to shorter periods of time or intensive seminar sessions. Each facilitator is encouraged to implement the curriculum in the manner that will ensure the high level of success for each particular group. A central element of Voices Against Violence curriculum is the cooperative activity of building a miniature replica of a community designed by the group. This activity enables students to experience the mental, physical, and emotional dynamics of creating a personalized environment for themselves, their peer partners, and the adult leaders. The physical production of this community is intended to be a source of pride, accomplishment, and utilized cooperative learning. The model represents the faith, hope, and vision of the collective participants.

Although Voices Against Violence is a very new curriculum, early results suggest that youth gain insight and reflection on the impact individual and collective decisions make on any community, whether family, neighborhood, township city, state, country, or the world at large.

CONSORTIUM DEVELOPMENT

Patricia McPartland
Southeastern Massachusetts Area Health Education Center

Described is the process of planning, developing, and implementing Southeastern Massachusetts Area Health Education Center (SMAHEC), a nonprofit consortium including academic and community agencies. SMAHEC's mission is to promote the education and activities of health professionals and students in the Southeastern Massachusetts region. As a result of the SMAHEC consortium, there is a wealth of expertise and resources that facilitated the implementation of a wide range of health education and prevention programming that might otherwise have been impossible.

Though SMAHEC programs focus on regional concerns, its organizational techniques can be replicated by local communities throughout the world. The key to success in creating a coalition is to obtain cooperation and support among many different organizations. Sometimes, this is not easy. SMAHEC faced several barriers including the assumption, "it can't be done," competition, turf issues, fear of losing autonomy, distrust of sharing, parochialism, authority and control issues, presence of special interests, mechanics of coordinating time, and funding issues.

SMAHEC facilitated its consortium development by obtaining a neutral organization, providing incentives for cooperating members involved in all stages of planning, implementing, and evaluating both the consortium's organization and its activities, and hiring staff with knowledge of coalition-building techniques.

MARKETING EDUCATION PROGRAMS TO DIVERSE POPULATIONS

Patricia McPartland
Southeastern Massachusetts Area Health Education Center

Marketing is critical because in order for programs to succeed, it must obtain as well as retain, a sufficient number of participants. The goal of this presentation is to teach the participants how to market their programs to diverse, underserved populations including women, minorities, and indigenous peoples.

There are five major components of a complete marketing analysis including consumer input; product feedback; product distribution; advertising and selling the program; what techniques are successful and unsuccessful in marketing to diverse populations and why; and how to implement marketing strategies that will increase participation in their programs.

Marketing takes hard work and skills, but is worth the effort. Without an effective marketing strategy educators will not reach their potential. As Kotler (1979, p. 44) points out "marketing will lead to a better understanding of the needs of different client segments; of more careful shaping and launching of new services; to a pruning of weak services; to more effective methods of delivering of services; to more flexible pricing approaches; and to higher levels of client satisfaction." By using marketing, educators will gain more visibility and will develop programs that better meet the needs of both society and their clients.

Reference

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COLLABORATIVE EDUCATIONAL EXCHANGE PROGRAM: U. S. AND RUSSIA

Lillie Palmer and Stephanie Meinhardt
Collin County Community College

From its founding in 1985, Collin County Community College (CCCC) has recognized the rewards of global education opportunities. In 1991, the College began working in partnership with Russia through the Sister Cities Program. This lead to CCCC establishing a formal agreement with Ivanovo State Power University (ISPU) in 1992. This Collaborative Educational Exchange Program has facilitated 15 exchanges of administrators, faculty, and graduate students during the past three years, producing strong individual and institutional ties. Illustrating this strong personal commitment, two professors took earned sabbaticals to teach a semester at ISPU. Nine other professors and administrators joined in presenting regional workshops in management, economics, accounting, psychology, instructional methodology, and curriculum development.

In September, 1994, CCCC was awarded a $286,000 grant under the University Partnership Program through the United States Information Agency. This grant will facilitate educational reforms at ISPU over the next two years through the following media: (a) creation of curricula for the new business management program; (b) development of a center for quality and productivity; (c) establishment of a multimedia and distance learning regional training center; (d) instruction in management, economics psychology, and instructional methodology; and (e) observation of techniques and methodology in teaching English as a second language.

The CCCC team is expanding their capabilities by collaborating with the University of North Texas and Texas Instruments, Inc. The infusion of industry standards within educational curricula will occur as a management trainer from Texas Instruments, Inc. shares U. S. perspectives during a semester long visit. The University of North Texas has identified nine highly qualified faculty and directors to contribute their expertise in quality, management, language, and economics.

A recent report from the American Embassy in Moscow to the USA in Washington, DC, states that they support the CCCC participants because they can be counted upon to go to great lengths in stretching funds to reach a maximum audience. All members of this Collaborative Educational Exchange Program have reconfirmed their personal and professional commitment to the continuation of this mutually beneficial partnership.

FLEXIBILIDAD, MOVILIDAD Y EXCELENCIA ACADEMICA

Marina del Pilar Olmeda Garcia
Universidad Autonoma de Baja California.

La universidad mexicana ha cumplido con su función profesionalizante, particularmente en las ciencias sociales y disciplinas humanísticas, pero con carencias en las ciencias naturales e ingenierías. Esta afirmación se sustenta en la parte cuantitativa, pues según datos de la Secretaría de Educación Publica, sólo de 1960 a principios de los 1990s la matrícula creció en un 45% en educación.

Este crecimiento debe significarse como un avance social en distintos órdenes, pero que obligó al sistema de educación superior, en gran medida, a la improvisación en la implantación de carreras, planes y programas de estudio y contratación de personal académico.

Nuestro sistema de educación superior mexicano, fue desarrollándose no con la planeación y evaluación que los educadores hubiéramos quieriod; en gran parte, la elección para el establecimiento de los programas de licenciatura, se realizó repitiendo los ya existentes y con copia de sus planes y programas de estudio.

En materia de formación profesional, el elemento rector de su orientación, lo constituye los planes y programas de estudio, integrados en un sistema de valores, contenidos, metodologias y estrategias educativas que determinan, las actividades y funciones académicas de una universidad.

El desarrollo curricular como realidad actual de trabajo universitario, exige nuevos planteamientos de plancación, evaluación y formación academica e introduce modificaciones relevantes en la significación misma de la preparación profesional

En la búsqueda de alternativas conducentes a elevar la calidad de la vida académica en las instituciones de la educación superior, se hace necesario orientar el desarrollo curricular, con criterios de flexibilidad; apertura, movilidad y excelencia de los estudios profesionales, lo cual implica analizar y establecer en el contexto del sistema de educación superior en su conjunto y de cada institución en particular, las bases conceptuales y estructurales que sostenten la tarea educativa y la propuesta de un modelo curricular alternativo que permita:

- Docencia centrada en el aprendizaje,
- Formacion interdisciplinaria,
- Formacion integral,
- Relevancia social del contendio de las curriculas, y
- Formacion polivalente para un ejercico profesional dinámico.

ACCOMMODATING DIVERSITY IN MULTINATIONAL ORGANIZATIONS

Linda Quander
Clark Atlanta University

The goal of this presentation is to explore the challenge to educators to train students to be transnational or geocentric in their approach to organizational management in order to accommodate a diverse international workforce. Economic and demographic trends necessitate the search for organizational management that can accommodate diversity. Accordingly, a transnational or geocentric approach to management dictates that the most talented individuals are assigned to critical positions regardless of nationality, ethnicity, race, or gender. The transnational or geocentric approach breaks the domestic glass ceiling and allows diverse managers to acquire international experiences. Obstacles to diversity in multinational organizations will be discussed in reference to specific strategies to overcome ethnocentric practices.

ONE STUDENT'S BILINGUAL SPECIAL EDUCATION ROAD TO LITERACY

Mary G. Curtis
University of Texas at Brownsville

Language acquisition has been studied for years, but the special circumstances that influence a bilingual special education child are still new to researchers. This case study follows the progress of one child over a period of two and a half years.

Juanita (a pseudonym) and her family came from rural Mexico and had little school experience and no English language skills. Her case study is particularly interesting in that she also has a mild learning disability. Illustrated are Juanita's barriers to education as well as her ultimate success with newly developed literacy.

Juanita entered school during the second semester of kindergarten in a small suburb of Chicago. During her first two and a half years of formal education, Juanita was forced to learn a second language, assimilate to a new culture, and attempt to follow normal school curricula. Although the school district provided minimal support services, Juanita's struggle highlights a typical educational experience for children of new immigrants.

Her language samples ranged from "No lo puedo" when asked to color a picture to writing four page, self-illustrated stories about her twin sisters. By the end of second grade, she had learned to enjoy books and was always very enthusiastic about writing in her daily journal. A combination of bilingual and special education services assisted Juanita in her success.

PROJECT C.O.R.E.
A BEHAVIOR MODEL FOR MIDDLE SCHOOLS: THE *WONDER YEARS* IN CRISIS

Pauline Holloway
Oklahoma State University, Stillwater
Charolette Myles-Nixon
University of Central Oklahoma, Edmond

Middle schools are reporting increasing problems with suspension, student-on-student violence, and dropouts. Middle schools nationwide are experiencing a *crisis* unrestricted by geographical boundaries. Rural areas are experiencing problems, equal in intensity, type and frequency, to larger metropolitan areas.

Project C.O.R.E., Cocoon of Resilience through Education, is a proactive, collaborative, behavioral model. It is inclusive in nature, in that it is designed to work in conjunction with existing middle school programs. Additionally, it is designed to coordinate and collaborate with parents, local businesses, churches, and community centers and agencies to assist students who are experiencing problems during this critical period in both their personal and academic lives. Through this existing organized system within each school's neighborhood, a proactive approach is achievable.

According to Williams (1987), the middle school is a transitional school and is concerned with the most appropriate program to meet the personal and educational developmental needs of adolescence. If the middle school has any real and valid reasons for its existence, it must be based on its ability to do something for children of this age group that cannot be done as well by other organizational patterns, or it cannot be done at all.

The authors call attention to dropout as to: occurrence, the representative population involved, and the demographics most highly affected. Education is the key to facilitate training of a core of individuals including parents, community leaders, businesses, and educators who will seek to provide self-discipline, effective instruction, and to cultivate the cognitive potential of each student. Inter-independence is therefore an established priority of Project C.O.R.E. and will be manifested in the program's expected outcomes of: decreased dropouts; increased graduates; decreased altercations between students and between students and authority figures; decreased short term and long term suspensions; and decreased percentage of absentees. The program described addresses a national, as well as a statewide need in our middle schools.

INTEGRATING AUTISTIC CHILDREN: FACT OR FICTION?

Filomena Ramos
Institute of Education, Stockholm

In order to analyse the integration of children with autism as a fact or fiction the presentation will present a framework for the analysis of policy-making in the area of special educational needs in Sweden, in which are considered the policy context of educational policy-making, the process involved in devising and establishing national policy, and aspects of the context of policy developments in the area of special educational needs and integration.

The concepts and commonly utilized terminology for integration in the field have been evolving in line with changes in the perception of persons with disabilities and the form of services available to them.

Autism is the most severe of the development disabilities. Autism affects individuals in ways that make it difficult for them to make sense of incoming stimuli or to organize themselves effectively.

The presentation will consider some different degrees in the integration's process and how parents, professionals, and individuals working with children with autism and young people with autism have perceptualized it.

Proceedings of the International Congress on Challenges to Education: Balancing Unity and Diversity in a Changing World

1996

Swartz, S.L. (Ed.) (1996). *Proceedings of the international congress on challenges to education: Balancing unity and diversity in a changing world* (Aruba). San Bernardino: California State University.

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TEAMING ACROSS DISTRICTS WITH ARABIC FOLKTALES

Sandy Alber
Oakland University
Adnan Salhi
Dearborn School, MI

Folktales are more than stories. Folktales are more than dispensers of lessons. Folktales are more than transmitters of culture. Folktales are more than tools to teach literacy skills. Folktales are all these things, but they are more. They are voices of the past that reach out to ears, hearts, and voices of the present. They can help people, in this case students, to find their own voice.

Because folktales are so powerful, it raises great concern when they are missing in children's lives. In the twenty year period from 1960-1980, educators felt the absence of African American, Hispanic, Native American, and ethnic folktales that were not European based. This issue was addressed for many ethnic groups in recent years. There has been a flurry of wonderful stories from many cultures. As exciting as this is, there are still huge holes to be filled with folktales. For example, there is a scarcity of Arabic tales for young children.

Because this gap is so wide and the need to fill it so pressing, the authors began to collect Arabic folktales in a suburban Arabic class to be shared with Arabic students in an inner city school. Children in the elementary school were excited to have their own stories and were eager to hear them in Arabic and to translate them into English. The high school students were nurturers of the young. Both had opportunities to improve their Arabic and English-speaking abilities. Each group learned lessons about the importance of Arabic literature. It was validated. This was a win-win situation for everyone involved.

SELECTION CRITERIA BOOKS IN SPANISH AND IN A BILINGUAL FORMAT FOR CHILDREN

Marta Stiefel Ayala and Reynaldo Ayala
Calexico, CA

Latinos in the United States have been and are the fastest growing population. It is a population which maintains its culture and language, resulting from a continuous flow of new immigrants from Latin America. Further, the U.S. Civil rights legislation in the 1960s produced major educational reforms, one of which was the creation of bilingual education programs established to meet the educational needs of monolingual Spanish and limited English-speaking children. Consequently, there was and there still is a great demand for educational materials to use in these programs.

Initially, very few materials in Spanish were produced in the U.S. Most were imported from abroad: Spain, Mexico, and other Latin American countries. In addition, many of the materials available in English portrayed minorities in an unfavorable light. This has been changing very slowly. U.S. publishers are producing more materials, many of which are translations from outdated English language books. Nana's Book Warehouse was created to satisfy a need in the Latino community; that is, to help families preserve the Latino culture and the Spanish language in the Latino family living in the U.S.

A rubric was developed to select materials in Spanish and in a bilingual format and make them available to families, to schools, and to public libraries that are trying to preserve and to transmit the Spanish language and the Latino culture. The rubric and its use will be presented along with samples of good and unacceptable books.

ASSURING ACADEMIC BILINGUAL PROFICIENCY THROUGH A DEVELOPMENTAL DUAL LANGUAGE ENRICHMENT MODEL

Leo Gomez
University of Texas, Pan American

Differentiating two-way bilingual enrichment models from transitional models is the extent of positive academic and language enrichment received by *all students*, with the final goal of balanced bilingualism. While a transitional model is based on subtractive bilingualism, that is, children are forced to set aside or subtract out their ethnic language and assimilate to the more *prestigious* national language, a two-way bilingual model is based on additive bilingualism as a form of enrichment where children are given the opportunity to add one or more foreign languages while fully developing their primary language. Subtractive bilingualism, stated Lambert (1984), is highly associated with low levels of second language acquisition, academic underachievement, and psychosocial disorders, while additive bilingualism promotes high levels of academic proficiency, positive self-esteem, and positive cross-cultural attitudes. In essence, *true bilingualism* allows children to gain cognitive, social, educational, and economical advantages.

This Developmental Dual Language Enrichment Model allows both the limited English speaker (LES) and the limited Spanish speaker (LSS) to be initially, partially immersed in their second language. The model utilizes a developmental process in which (a) initial literacy is provided in the primary language of the student, (b) developmentally appropriate learning centers play a major role in grades PK thru 2 and a lesser role in Grades 3-5 with children working in *bilingual pairs*, (c) *subject-matter* is taught in heterogeneous settings consistently in *one* language throughout grade levels (except language arts: PK thru 2), (d) *computer* use is consistent in both languages moving from a *language* to a *cognitive* development focus, and (e) *L2 literacy reinforcement* mechanisms are in place to assist the linguistic and cognitive needs of students. Overall, this model utilizes a 50-50 balanced use of both languages throughout the duration of the PK thru 5 instructional program.

ATTITUDES OF HISPANIC PARENTS, TEACHERS, AND ADMINISTRATORS REGARDING BILINGUAL EDUCATION FOR STUDENTS WITH AND WITHOUT LEARNING DISABILITIES

Dalinda Rodriguez, *University of Texas, Pan American*
Keith Turner, *University of Texas, Austin*
Hilda Medrano, *University of Texas, Pan American*

The objective of this session is to provide participants with an opportunity to examine issues related to a study that identified the attitudes of Hispanic parents, teachers, and administrators regarding their support of bilingual education for students with and without learning disabilities. The study was conducted in two school districts situated in Texas' Rio Grande Valley and included the following groups: bilingual education parents, special education parents, bilingual education teachers, special education teachers, and administrators.

Three research questions were conducted in this study. The research questions include:

1. Are there differences between the five groups in regard to their *support* of bilingual education for limited-English proficient students with and without learning disabilities?
2. What are the personal/economic and educational characteristics of Hispanic parents, teachers, and administrators who support the implementation of bilingual education for students with and without learning disabilities and what is the degree of relationship between disabilities and support?
3. What is the degree of relationship between Hispanic administrators' scores on the survey instrument and their scores on the on-site evaluation instrument?

Three components of data gathering were utilized in the study. The first component instructed some participants to complete and return a survey instrument. The second component of data gathering required other participants to answer survey questions over the telephone. The third component entailed interviews and on-site evaluations of another group of participants comprised of teachers.

In examining the attitudes of Hispanic parents, teachers, and administrators regarding bilingual education for students with and without learning disabilities, results of the study indicate that there were some significant differences among the groups. In terms of variables that correlated with support for bilingual education, several variables were identified in the study. Survey scores indicate that administrators were the most supportive of the five groups of respondents.

A COMPREHENSIVE BALANCED APPROACH TO LITERACY

Rebecca Shook
California State University, San Bernardino

Literacy acquisition, learning to speak, listen, read, and write, is a complex process. The construction of literacy is as individual as the person who is acquiring it. Children acquire language by participation, not by mere the modeling and copying of what they hear. Their use of language is progressive and attained by participating in conversation and experimenting with the language they hear and use. The acquisition of written language is just as complex a process.

In the school system, teachers have historically relied on various means to provide children with an ability to acquire an understanding of the reading and writing of the English language system. Most children are able to construct their own understandings based upon the various methodologies used in classrooms around the country. Many children, however, are unable to make this leap to literacy.

A comprehensive balanced approach in which children are provided a means to construct their own knowledge base and use the strategies that they already possess will be the focus of this session. Using the elements of the early literacy framework which provides a continuum of support and independence, the child moves from the highest support from the teacher in reading aloud and moves through shared reading, guided reading, independent reading, interactive writing, and independent writing, each providing less support from the teacher and encouraging more independence for the child. The scaffolding of support for the child is always available from an observant teacher. Providing the appropriate level of support is the on-the-run decision-making necessary from a theoretically sound teacher. Each of the elements of the Comprehensive Balanced Early Literacy Framework will be reviewed.

VARIATIONS IN LANGUAGE: LITERACY AVENUES TO OUR SIMILARITIES AS SPANISH SPEAKERS

Juan S. Solis
University of Texas, Pan American

Although Spanish is spoken in Europe, South, Central, and North America, often the language that speaks of our similarities is also at the heart of our differences and animosities. While the *real academia* has continued to be the oversight committee for maintaining the purity of the language, the language itself continues to be the victim of man's need for communication as has historically characterized all languages both past and present. Spanish, having the attributes of all languages with its dynamism and malleability, continues to change in order to facilitate communication among its users. As a result, while you might need *lentes* to be able to see and read this article in one Spanish-speaking location, you would be using *anteojos* in another location and *gafas* at yet another Spanish-speaking community.

Thus, the evolution of Spanish continues unabated through its use both through human communication and technology. Speakers new to the acquisition of the Spanish language, no matter what age, primarily encounter this evolution through the acquisition of literacy and attempts to read the *literatura infantíl* traditional to all Spanish-speaking cultures. It is in this attempt that the readers must utilize *conocimientos* (*semejantes/sinónimos, contexto, estructura e ilustraciones*) to derive and construct meaning for unknown words that are lexical variants of known words. Using these processes to their greatest advantage, the Spanish-speaker's ability to use the deep structure that the reader typically brings to literacy can function as a way to overcome variants in the surface structure. Through concerted efforts by teachers and parents, understanding and use of these lexical variants can add to the sophistication of the Spanish language acquisition process and help produce a Spanish-speaker with a worldly attitude, ability, and appreciation and not engender in the learner a language bound by borders.

EXAMINING BILINGUAL PRESERVICE AND INDUCTION YEAR TEACHERS' LANGUAGE AND LITERACY BELIEFS

Mary R. Valerio
University of Texas, Pan American

Educators are faced with the challenge of providing equal educational opportunities for learners from increasingly diverse cultural backgrounds. The task facing teachers and teacher educators thus becomes twofold: general education restructuring and restructuring general education environments to meet the needs of diverse learners. If change is to occur, teachers need to be aware of their embedded beliefs. This would suggest that better informed teachers will result in better decision-makers in the education of diverse learners.

The present qualitative study addressed the restructuring of general education and recognizing the needs of diverse learners. The study explored two questions: (a) What are bilingual preservice and induction-year teachers' existing beliefs on language and literacy? and (b) What school practices/structures are perceived as supporting or preventing the implementation of teachers' beliefs into practice? Four first-semester, preservice bilingual education students; four bilingual education student teachers; and four induction-year, bilingual education teachers participated in the study. The participants completed questionnaires that included personal identifying data and questions pertaining to their beliefs about teaching, language, literacy, and what they perceived as supporting or preventing their implementation of their beliefs into practice.

Differences emerged among the participants' beliefs. First-semester students described emergent *folk theories* that were more teacher-directed; student teachers described beliefs that were generally learner-centered; induction-year teachers described the dissonance between their beliefs and practices. The three groups identified the need for a support system in order to facilitate the matching of belief and practice.

The study underscores the need for increased collaboration between institutions of higher education and public schools in order to better prepare teacher change agents. The study also suggested that teacher change is uneven and that reflective self-examination of teaching beliefs must occur if teacher change and restructuring are to succeed.

WOMEN AND LITERACY

Doris D. Yates
California State University, Hayward

As part of the dissertation requirement (1982), a sample of women in a midwest city were asked to complete a questionnaire which focused on the motivational factors as to why they returned to the adult education classroom. In 1993-94, the study was replicated in California and North Carolina and compared to the 1982 study. In both instances, the following guided the research: (a) the personal and environmental characteristics of women enrolled in ABE (Adult Basic Education), GED (General Educational Development), and high school completion programs; (b) the intrinsic and extrinsic factors which motivated their return to formal education; and (c) the most significant marketing techniques which created an awareness of adult education programs for women. Although 11 years have lapsed between the studies, the findings were significant in the areas of income (where the family income in 1982 was $5,000 per year to $20,000 and over in 1994); the type of program the women enrolled in (the 1982 women participants were enrolled in GED classes versus adult high school completion in 1994); and the perception of learning styles (in 1982 individual learning was the perceived best way to learn, in 1994, books and printed materials).

Therefore, the presentation will highlight the significant findings of the research and make suggestions as to how facilities offering adult education programs might provide a more supportive and less threatening environment for the returning student. The offering of *student services* for the returning student will be discussed along with gender-related literacy.

The 1993-94 research was done in collaboration with Dr. Brenda Alson-Mills, North Carolina State University, and a volunteer with the North Carolina Literacy Council.

PROGRAMA NO CONVENCIONALES DE ATENCION AL NIÑO EN VENEZUELA

Anarella Cellitti
Texas A&M University, Kingsville
Beatriz Moreira
Asociación Venezolana de Educación Pre-escolar

Los programas de atención al niño de temprana edad (hasta seis años) en Venezuela están dirigidos a intervenir infantes de alto riesgo, residenciados en zonas urbanas y rurales de extrema pobreza.

El Proyecto Familia educa a padres en areas de salud, nutrición, desarrollo psicológico y educativo del infante; implementándose en maternidades, centros materno-infantiles, centros de salud, medicaturas rurales y asentamientos campesinos.

El Proyecto Modelo de Atención Integral al Niño Pre-escolar del Sector Rural, establecido en seis estados, se basa en la preparación maternal y prestación de servicios comunitarios, a través de asociaciones de vecinos e instituciones públicas y privadas. Además de los servicios mecionados en el proyecto anterior, este programa abarca el aspecto comunitario.

Los Centros del Niño y la Familia diseñados por el Ministerio de Educación a través de convenios con organismos comunitarios, entrenan promotores locales para evaluar las necesidades socio-educativas de su comunidad. Cada promotor se encarga de diseñar e implementar planes de trabajo de ayuda educacional para diez familias. Esos planes incluyen atención médica, educativa, y socio-legal. La Dirección Nacional de Pre-escolar implementa estos programas a nivel nacional, la Dirección de Educación Pre-escolar Regional a nível estatal, y las Coordinaciones Rurales a nível local.

La evaluación de los programas evidencia alta eficacia y participación activa de las familias y comunidades. Como aspectos positivos destacan: aceptación comunitaria, calidad del docente, apoyo inter-institucional, y desarrollo de una infraestructura inter-disciplinaria de atención infantil. Los problemas encontrados son: carencia de normalización evaluativa y supervisoria de programas, y deficiencia de recursos humanos y económicos que impiden la implementación de otros servicios. No obstante, en el balance general estos programas constituyen una alternativa viable para impartir servicios materno-infantiles.

Considerando la crisis socio-económica que atraviesa Venezuela, estos programs facilitan la organización y prestación de servicios a la familia, reduciendo significativamente los costos operativos.

ECONOMIA Y CALIADAD DE VIDA LA EDUCACION, ELEMENTO ESENCIAL PARA LA CREACION DE EMPLEO

Olga E. Diaz de Ortiz

Para mejorar la calidad de vida del guatemalteco, es indispensable elevar el nivel de ingreso de formacion profesional y de capcitacion laboral, promoviendo el optimo aprovechamiento de los recursos de las instituciones publicas y privadas del pais, mediante lineas de accion previstas para el quinquenio 96-2000, con enfasis en la participation de la mujer, haciendo reformas legales para eliminar normas discriminatorias, que contradicen Convenios internacionales ratificados por Guatemala. Resaltando metas concretas de alcance en el carto y mediano plazo, aspectos ya en ejecucion en Guatemala y con un impacto importante, por la metodologia usada.

THROUGH THE LOOKING GLASS: THE GLASS CEILING—MYTH OR REALITY

Jane S. McGraw
Cal Poly University, Pomona

The Glass Ceiling refers to invisible, artificial barriers that prevent qualified individuals from advancing within their organization and reaching full potential. Originally, the term described the point beyond which women managers and executives, particularly white women, were not promoted. Do barriers really exist? Why do they exist? After all these years, what enforcement techniques have been implemented to eliminate the Glass Ceiling?

Affirmative action programs seek to remedy past individual, societal, and institutional discrimination against women and protected ethnic groups. What is affirmative action? Who does it help? Who does it hurt?

Do we really need affirmative action? Progress toward eliminating discrimination is slow and sometimes elusive. The problem with societal-approved aggression continues to be true and new evidence surfaces regularly. The Federal Glass Ceiling Commission found that serious barriers to advancement remain for minorities and women.

The presentation will provide an examination of the historical, cultural, social, situational, and individual factors that have influenced patterns of glass ceiling issues in the context of career advancements in the corporate and the educational arenas.

BACCALAUREATE EDUCATION IN THE BEHAVIORIST MODEL OF CORRECTIONS

Robert M. Cikraji
Ashland University

The availability of associate and baccalaureate education in prisons has caused a reevaluation of the role of higher education in the field of corrections. The statutory authority for imprisonment is clearly founded in reward-punishment (operant conditioning) theory. Punishment for the violation of substantive law and rewards such as *shock* probation, *good time*, and *early release* for conformance to institutional, state correctional agency regulations and code are generally accepted by the legislative community as acceptable programming. However, when the issue of higher education at public expense being provided to inmates at correctional facilities is raised, the traditional theoretical approaches to corrections are discarded and funding such as Pell Grants is terminated. Social learning theory and cognitive development theory stress the importance of positive reinforcement.

Moreover, moral development theory stresses the importance of cognitive skills in addressing ethical or moral dilemmas. Advanced academic activities (i.e., associated and baccalaureate degree programs) are ideal environments for the development to higher levels of human performance and endeavor. Analysis of theory and program components establish the relevancy to both the behaviorist model of corrections and the rehabilitative model.

ADDRESSING READING FAILURE IN JUVENILE CORRECTIONAL INSTITUTIONS

Donald R. Nelson
Southern Arkansas University

With the enormous surge in illiteracy and antisocial behavior (specifically violent crime) over the past two decades, it is reasonable to ask whether there are common causative factors. It is the purpose of this presentation to examine root causes of illiteracy and present research demonstrating a relationship between early reading failure and juvenile crime. Recommendations for juvenile correctional institutions and public schools are made in hopes of helping these constituencies improve reading instruction in measurable ways.

BILINGUAL EDUCATION: AN ALTERNATIVE FOR DEAF STUDENTS

Sandra Hibeth Buitrago B. and Liliana del Pilar Gallego C.
University of Caldas

Mastering a language involves speaking, listening, reading, and writing. In addition to these four skills, nonverbal signals such as gestures, mimes, body expressions, and images play an important role in the communicative function of the language. Moreover, these signals can become an integral language when communication is effected by malfunctions such as deafness. Deaf people can always handle a high level of kinetic performance given their need to overcome their lack of communicative competence. Then nonverbal signals become not only a part of language but a language in itself; Sign Language, which is "a silent language but full of meaning" (Svartholm, 1994).

The purpose of this research is to help overcome one of the special educational needs through an English teaching experience, considering that deaf people have a normal cognitive capacity in spite of their acoustic deficiency. From this point of view, we think that teachers can use the language created and used by the deaf community to introduce them into formal school, profiting from the reading and writing skills already acquired in rehabilitation institutes. In this way, the deaf can learn what hearers do from a teacher who can use both spoken and sign language.

The implementation of this bilingual approach provides real problem-solving in the psycholinguistics field: Deaf students are taught according to their needs, they overcome their lack of communication, and interact as a normal group. At the same time, these subjects learn in a natural way and feel free to acquire any knowledge since they are not forced to learn in a different context (a methodology for bearers or the oralism). In this way, teachers from different fields have an alternative way to give these impaired people the right to have formal education. Obviously, it requires teachers' retraining and indeed reinforcement in working with pupils with special needs; so, this is a challenge for you, teachers. In this way, you will be broadening your professional field not only in applied linguistics but also in other sciences of education.

THEMATIC UNITS FOR LEARNERS WITH SPECIAL NEEDS

Cathy M. Moore and Kathy M. Bushrow
Texas A & M University, Kingsville

The key to education is teaching for long-term, real world learning. Thematic units have been the driving force behind whole language classrooms for several years. The use of thematic units has been limited to regular education classrooms. With the advent of inclusion for students with exceptionalities, the use of thematic units has become an issue for these students.

Thematic units are the foundation on which a wide range of learning activities can be based. Learners working together on an indepth topic, issue, or question in a teacher-facilitated environment are able to retain ownership of the learning process and make focused choices. Research indicates that teaching and learning through thematic units allows positive interaction with the real world. The use of themes is inherently motivating for students. As they search for underlying patterns within the experiences, curiosity is aroused and isolated bits of information come to life. Students begin to solve problems on an individual basis. Motivation becomes internal as students search for meaning. This hands-on approach to learning is a potential tool for individualized education in a regular education classroom.

Recent research indicates that seventy-six percent of students with exceptionalities spend all or part of the day in regular education classes. Teachers in these settings have found themselves unprepared for modifying curriculum for diverse learners. The majority of students with exceptionalities have learning disabilities. Characteristics of these disabilities may include: distractability, short attention span, deficits in memory and communication, and difficulties processing information. Repeated academic failures resulting from passive learning and frustration are the basis for other characteristics which include low self-esteem, social immaturity, and poor self-perception. Thematic units have the capability of being the tool to aid teachers in addressing the needs of diverse learners.

BORN TOO SOON!
WHAT CAN WE EXPECT?

Gisele Ragusa
Pacific Oaks College

With the recent international advances in medical technology, physicians are able to safely deliver children as early as twenty-four weeks gestation, weighing less than 600 grams. These remarkable medical advances are not without compromise. Children delivered very early are now entering our education systems. They are facing challenges related to literacy and language achievement. The educators who work with them are often unprepared for these challenges.

This presentation discusses findings from an ethnographic qualitative study which explores sociocultural issues that relate to educational challenges faced by children with very low birth weight and their families. The study explores the particular issues that relate to lack of educational success for these children at ages three and five as well as the particular factors that may contribute to the challenges. The presentation's objective is to provide educational recommendations for research and practice.

A QUALITATIVE STUDY OF BILINGUAL SPECIAL EDUCATION PRACTICES

Dalinda Rodriguez and Ralph Carlson
University of Texas, Pan American

The objective of this session is to provide participants with an opportunity to examine issues related to classroom practices observed in special education classes for students who are learning English as a second language. The study was conducted in two school districts situated along the Texas-Mexico border and included three groups: bilingual education teachers, special education teachers, and administrators.

Two research questions were considered in this study. The research questions include:

1. Are there differences between the three groups in regard to their support of bilingual education for limited-English proficient students with and without learning disabilities?
2. What is the degree of relationship between Hispanic administrators' scores on the survey instrument and their scores on the on-site evaluation instrument?

Two components of data gathering were utilized in the study. The first component entailed interviews of Hispanic bilingual education teachers, Hispanic special education teachers with high percentages of limited-English proficient students in their classrooms, and surveys completed by Hispanic principals who had bilingual education and special education programs implemented on their respective campuses. The second component of data gathering involved evaluations of program implementation using an on-site evaluation instrument. Each of the identified classes were observed and data were gathered from lesson plans, curriculum guides, textbooks, and other documentation forms. The principals' surveys and corresponding on-site evaluation instruments were coded by a contact person at each district in order to compare the principals' beliefs with practices on their respective campuses.

Results of the study indicate that there were some significant differences among the groups in terms of support for special education students that are learning English as a second language. Salient results of the on-site evaluations consisted for five specific areas. Results gathered have several implications for educational practices.

WORKSHOP IN GEOMETRY FOR SPECIAL EDUCATION STUDENTS

Theressa Sams
Los Angeles Unified School District

A workshop with an emphasis on content strands in geometry identified in the Mathematics Framework, Kindergarten through Grade Twelve, will emphasize the use of concrete manipulatives to reinforce skills proven to be effective in concept development and the review and practice of mathematics skills in geometry. Basic geometric designs will be created by using Tangrams, Unit Origami (a new type of paper folding), Escher-Type Tessellations, and string art activities (created by stitching line segments with colored string through a pattern of holes poked in tagboard).

IS THE REGULAR EDUCATION TEACHER READY FOR INCLUSION?

Dorothy Singleton
National University, San Jose Campus

Due to the current acceptance of the inclusion model in the United States, the education of students with mild to moderate learning disabilities is being viewed as a shared responsibility of all educators. This is particularly true in regard to regular educators since they are now being asked to play a key role in deciding how special education services are to be rendered by proponents of the Regular Education Initiative (Will, 1986).

With the aforementioned in mind, a study was conducted in which regular classroom teachers were asked to indicate their perceived degree of preparedness and willingness to work with students with learning disabilities and their special education teachers within the regular classroom. The five constructs addressed in this study were:

- Knowledge of, and degree of participation in, the individualized education plan(IEP) and process;
- Classroom management of students with learning disabilities;
- Knowledge of the preferred learning modalities of one's students; and
- The degree of support received on school sites and from the district level.

Data were acquired through the use of a survey consisting of 34 statements. A Likert scale, with responses ranging from one to five, or from *Very Low* to *Very High*, indicated the subjects' degree of knowledge, agreement with, or participation in the construct areas.

Although the results of the survey indicate that regular educators are willing to engage in more collaborative models with special educators, they reveal a lack of preparedness, not only on the part of regular educators, but also on the part of special educators to implement these models. It also appears that the issue of *turfism* may have to be addressed. The results of this study will be discussed in terms of the implications they pose for regular and special educators, school and central level administrators, and preservice and graduate teacher education programs.

PROBLEMATICA DE LA EDUCACION RURAL EN MEXICO: UN PRIMER EXTUDIO DE SONDEO ACERCA DEL BAJO PORCENTAJE DE EFICIENCIA TERMINAL PRESENTADO POR ALUMNOS DE NIVEL MEDIO SUPERIOR DE UNA COMUNIDAD RURAL

Maria Teresa Aguiar Fafutis
Itson/Cecytes/Mexico

El sisterna educativo mexicano se ha caracterizado por ofrecer su servicio (educar) hacia todos los rincones del pais, tanto urbanos como rurales. Para cubrir la demanda educativa de los distonos sectors de las zonas rurales se han creado diversas instituciones de deucacion formal.

La comunidad rural de nuestro estudio se encuentra ubicada en la parte sur del Estado de Sonora; cuenta con instituciones de deucacion preescolar, basica y media superior. El 90% de la poblacion se dedica a actividades agricolas, derivandose un 95% de padres de familia con estudios solamente de nivel basico.

La primera generacion de nuestro analisis la integran 145 alumnos, de los cuales 64 lograron concluir sus estudios (observamos que el indice de eficiencia terminal es de 44%). Los factores de desercion que presentaron son:

- Bajo rendimiento (calificiaciones, reprobacion)
- Indisciplina
- Baja autopercepcion
- Ausentismo
- Desmotivacion
- Desinteres

Aunado a estos factores se detactan ciertos antacedentes del alumno desertor:

- Promedio de educacion secundaria
- Habilidad (academica, verbal)
- Lapso de tiempo sin estudiar
- Desarrollo en escuelas anteriores

En base al sondeo cuantitativo y cualitativo realizado se puede afirmar y concluir lo siguiente: Las variables que mayormente influyeron en el bajo procentaje de eficiencia terminal son de tipo:

- Familiar
- Economico
- Social
- Personal

Las acciones ha emprender deberan estar encaminadas hacia la permanencia del alumno en la escuela y no posterior a su desercion. De esta manera se podra contribuir a elevar el indice de eficiencia terminal (44.13% de la primer generacion, el 53.42% de la segunda genercion y el 71.53% que presenta la tercera generacion).

HOW TO CREATE UNITY AND CELEBRATE DIVERSITY IN A DISCRIMINATORY ENVIRONMENT

Frank R. Baskind
Virginia Commonwealth University

This presentation traces the development and implementation of change strategies which are intended to create unity and celebrate human diversity in an urban university which has been described by its international and minority faculty as nonresponsive. Activities of cross-disciplinary teams of educators and administrators, minority students, and consultants demonstrate how the concepts of *learning community* are introduced to promote institutional understanding among humanly diverse groups of people. As a result of participating in this seminar, participants will be able to: (a) engage targets for institutional change in the change process and (b) initiate change strategies to balance ethnic and racial perceptual differences and promote international awareness.

ECOLOGY, SPIRITUALITY, AND GLOBAL CULTURES

Jeffrey H. Collins
Oglethorpe University

Communication technologies and transportation systems have connected the planet in a nexus of instantaneous feedbacks. While such advances engender limitless possibilities for communications, educational systems worldwide need to develop anthropologically based curriculum in ecology and global spirituality.

PROBLEMS AND PROGRESS OF MINORITIES IN HIGHER EDUCATION

Pauline Holloway and Thelma Chambers-Young
Oklahoma State University

It is known that for many years minorities have been denied equity in education (Terrel & Wright, 1988). However, historical court decisions and other political actions have resulted in educational gains for minorities. Currently these gains are deteriorating (Justiz & Bjork, 1988). This investigation sought to address the possible problem areas as they are currently identified. The importance of identifying the problems faced by minorities who would enter the realm of higher education as a career choice is imperative in the quest to increase the numbers of minorities employed in higher education. Ponce (1988) stated that "while numerous research studies have examined factors that contribute to college student retention and attrition, the preponderance has focused on experiences of white students, and in contrast, studies and research summaries on factors that contribute to minority student attrition are more scarce than recent."

This study sought to ascertain through inquiry of minority graduate students whether a consensus could be found regarding the current problems or hindrances that would potentially block minority individuals from entering higher education, and to verify whether the current problems experienced by minorities are different or similar to those of the past. A mail survey was used to procure input from masters and doctoral level minority students who are identified as scholars or alumni of the 1994 Holmes group. Both male and female students were surveyed. The authors found that the problems currently being faced by minorities in higher education are quite similar to those which have been faced over the years. Salient themes identified were financial concerns (i.e., lack of financial support, low starting wages); lack of available employment opportunities; lack of support, emotional and environmental; racism and stereotyping; and the lack of visible successful minorities in higher education.

The results are not only presented from a dual perspective, both male and female, but problems are exposed within the education system preceding the higher education experience.

COLLEGES AND UNIVERSITIES PROMOTING ETHNICITY AND MULTICULTURALISM

Randy R. James and Roslin Growe
University of Southwestern Louisiana

Students of diverse ethnic backgrounds and diverse cultures are attending universities and colleges all over the world. Thus, it is important that administrators, faculty, and staff become sensitive to this ethnic and cultural diversity among students and provide an opportunity for them to exercise and express their diversity. Many and most students who enter higher education bring with them overwhelming and incredible experiences from their family and social backgrounds. Most often, they enter a collegiate environment where sympathy or empathy are not evident for one's ethnicity or cultural diversity. It is important that students are able to maintain their ethnic and cultural identity while attending college and learning and acquiring academic knowledge.

Thus, it is essential that colleges and universities offer courses/classes that center around ethnicity and multiculturalism. Moreover, in the standard or basic classes (i.e., English courses) ideas of ethnicity and multiculturalism need to be incorporated in the study of the course so that students can learn to appreciate and respect another person's ethnic and cultural background. Also, ethnicity and multiculturalism can be promoted by campus organizations. Various campus organizations can sponsor a variety of activities that highlight and accentuate specific ethnic and cultural backgrounds. Obviously, with these diverse ethnic expressions taking place on college campuses, students can feel more relaxed and comfortable in making the transition from their social and pre-college backgrounds to higher education.

In essence, ethnic and cultural diversity allow the student an opportunity to maintain his or her identity on college and university campuses everywhere, and promote good citizenry in that students' level of awareness is raised. Basically, students will understand that other people's diversity or way of living is just as important as their own.

Therefore, this paper proposes to examine how ethnicity and multiculturalism when promoted on a college or university campus provide a better campus environment and produce a well rounded college graduate.

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Beyond Tolerance: Valuing Diversity and Promoting Inclusiveness at San Francisco State University

Joseph Julian, Jesse E. Saffold, Vernon Thomas, and Hollis Matson
San Francisco State University

San Francisco State University is one of the most ethnically diverse campuses in the world with 42 percent white, 26 percent Asian, 8 percent Filipino, 7 percent African American, 6 percent Chicano/Mexican, 6 percent Hispanic, 1 percent American Indian/Native Alaskan, and 1 percent Pacific Islander. While the majority of students are from California, a number of students come from other parts of the United States and from over 70 international countries. Our diversity is both a source of great pride and formidable challenge. Political activism is an integral part of campus culture which includes a history of strikes and major demonstrations. Students and faculty are concerned with politics at all levels: campus, local, national, and international. Every major ethnic student group has a very politically active counterpart in the community. In this climate, the constant challenge we face is how do we deal with inter and intragroup tensions, conflicts, and major demonstrations, and foster civility in such a diverse environment.

In this session, presenters will describe the university's past, present, and future agendas for enhancing the value of diversity and promoting inclusiveness. In 1989, a Human Relations Commission was appointed and charged to "study how the campus community deals with human relations focusing on issues of race, ethnicity, gender, sexual orientation, disability, and religion." Public hearings were held; policies and literature were compiled; and surveys were conducted on students, faculty, and staff/administrators. The Commission made ten general recommendations (e.g., establishing a cabinet level office(r) for human relations reporting to the President) and 24 issue-specific recommendations (e.g., launching efforts to assist the lower schools in providing literacy skills for students of color in order to expand the pipeline to college). Currently, many of these recommendations are being implemented, and a human relations agenda is being integrated into a strategic planning process. Later this year, the 1989 surveys will be replicated and elaborated on, and recommendations (e.g., having the human relations office design and sponsor a variety of diversity workshops) will be made and implemented.

APPRECIATING DIFFERENCES AND DISCOVERING SIMILARITIES: EXPLORING MULTICULTURAL TOLERANCE

Jane Lightcap Brown, *Dekalb College*
Carole A. Raybourn, *Morehouse College*
Erin Herberg, *Dekalb College*

Teaching multiculturalism to college students is enhanced when the students can participate personally in a learning experience that bridges the gaps among cultures, genders, and ethnic groups. Such an approach provides an effective format to expand students' horizons and allow them to reach an understanding of the reasons why various persons have sometimes widely differing opinions and attitudes. While multiculturalism is a popular theme for composition classes, especially as a way to emphasize the issue of diversity, the instructional approaches sometimes fail to address the companion issue of unity.

This presentation documents the collaboration of three instructors to build a multi college, multicultural learning experience for three college English classes. One college is private, with students who are primarily black, male, and of traditional college age. The other college is public, with students who are of varied ethnic backgrounds, male and female, and generally older than traditional students.

The presenters will address the pedagogical and logistical processes used to organize a borderless classroom, to incorporate journal writing and collaborative discussion, and to enable students to make multiple exchanges of their opinions on fiction and nonfiction readings by authors representing both genders and various ethnic groups. The students' activities served not only to expand their understanding of others' views, but also to generate ideas and develop perspectives on which students could build essays and other written work. After documenting the success students had in recognizing *common threads of connection* through their written exchanges, the presenters will explain the ultimate effect of such a classroom for creating a sense of community among disparate groups.

ENABLING THE WHOLE "VILLAGE" IN PROMOTING EQUITY AND EXCELLENCE IN EDUCATIONAL ENDEAVORS

P. Rudy Mattai
State University of New York (SUNY) College at Buffalo
Evelyn Reid
University of Toledo

The impending demographic changes in the U.S. may manifest several paradoxical situations. At the same time that people of color are almost exponentially increasing, particularly in the urban areas and more especially in the public schools and institutions of higher learning, there is an inverse relationship of the presence of such persons among the faculty. Nevertheless, it is imperative that *culturally relevant* pedagogy and expertise are employed. This presentation discusses the findings of two funded research pieces to show that this may be done.

Coping with the Principalship: Health Challenges of African American Female School Principals and the Implications for Principal Training / Certification Programs at Colleges and Universities

Doris McEwen Walker, *Indiana University, South Bend*
Johnetta Hudson, *University of Missouri, Kansas City*

The job of school principal is laden with health risks. While there have been some studies on job related stress, little research exists on the self-perception of school principals regarding their health. Even less research has been found that compare school principals' health issues by gender and race/ethnicity. Specific groups within the American population are more likely to be affected by serious health concerns. The research will determine the extent to which eight health concepts are prevalent within the population of school principals. The objectives of the research study are to obtain data on: (a) limitations in physical activities because of health problems; (b) limitations in social activities because of physical or emotional problems: (c) limitations in usual role activities because of physical health problems; (d) bodily pain; (e) general mental health (psychological distress and well being); (f) limitations in usual role activities because of emotional problems; (g) vitality (energy and fatigue); and (h) general health perceptions. The responses on the eight health concepts will be compared with a baseline population to determine whether the position of school principal adversely affects health.

The research population consists of elementary and secondary school principals in Indiana and Missouri. Principals will be given the MOS* 36-Item Short-Form Health Survey (SF-36). The survey has been researched and tested in the general population as well as in specific populations for validity and reliability. The survey was constructed for self-administration. The principal investigator will send the survey by mail and/or personally interview school principals for their responses. The data will be disaggregated and compared with baseline data provided from the health survey.

The primary objective of the research is to determine what changes, if any, are needed in school principal training/certification programs to reduce the health risks inherent in the job of school principal. The secondary objective of the research is to comparatively look at specific populations, like African American female school principals, and their self-perceptions of health challenges.

INSTITUTE FOR CROSS-CULTURAL COMPETENCE

Patricia A. McPartland
Southeastern Massachusetts Area Health Education Center

The increasingly diverse population within the United States speaks to the need for education in cross-cultural competency training. To address this concern, in 1994 the Southeastern Massachusetts Area Health Education Center, Inc. (SMAHEC) established the Institute for Cross-Cultural Competence. SMAHEC is a nonprofit organization that is governed by a consortium of academic and service institutions including Bristol Community College, Cape Cod Community College, Massasoit Community College, Bridgewater State College, Southeastern Massachusetts Hospital Council, and the University of Massachusetts Medical School.

This Institute is the result of an extensive needs assessment, market analysis, and negotiations. During four regional meetings, both community and academic needs were identified through focused interviews with key leaders from the health care/human service community and higher education. After reviewing its results, the Board of Directors and Program Planning Committee determined the need for cross-cultural training on a consistent ongoing basis.

This session describes the Institute for Cross-Cultural Competence. The Institute and all its follow-up programs aim to bring together representatives from higher education, health care, and human service to build upon progress in implementing cross-cultural training programs for health and human service providers throughout our region. Participants help shape, plan, and implement future programming in diversity training.

The Institute's objectives are to raise consciousness of one's own prejudices, offer cross-cultural training programs, identify resources, build a database for future training, provide networking opportunities, and discover strategies to support diversity in our world. It utilizes the arts, dance, storytelling, music, and entertainment to enhance adult learning. Sample topics include hiring and maintaining bilingual/bicultural staff, developing a multicultural organization, understanding and appreciating diversity, and conflict management. Community multicultural coalitions were also formed as a result of the Institute. The Institute received a national award for Excellence in Continuing Education.

EDUCATORS MAKING THE DIFFERENCE

Ann Reitzammer
Huntingdon College

Many students throughout the world will never finish high school which often results in a very poor quality of life. Many factors are involved in these students becoming at risk. One factor that can lead to a student becoming at risk is the educator's lack of understanding about the student's race, religion, and ethnicity.

During this session, the participants will be actively involved in activities that promote a better understanding and appreciation for today's diverse student population. Through having a better understanding and appreciation, educators will make a difference in today's and tomorrow's world citizenry.

MULTICULTURAL / MULTILINGUAL EDUCATION FOR PRE-SERVICE TEACHERS

Pamela Russ
California State University, Stanislaus

The Multiple Subjects Cross-cultural, Language and Academic Development (CLAD) and the Bilingual (BCLAD) program at California State University, Stanislaus, view the language and culture of students as an asset that must be valued and incorporated into public school teaching. In the preparation of CLAD/BCLAD candidates, the program consistently incorporates four basic themes in the overall curriculum: pluralism, empowerment, equity, and change. The diversity of languages and cultures that children bring to the classroom and educational setting are viewed as an asset rather than a deficit or a problem to be overcome.

Currently in California public schools over 40 percent of the students are children of color. One third of the students are Latinos. One out of four children speaks English as a second language. Over 230 languages are spoken in California. One out of six children were born in another country.

The primary purpose of the CLAD/BCLAD program is to prepare future teachers who will be able to work effectively with students from diverse language and cultural backgrounds and be able to implement an empowerment pedagogy that values the language and cultural backgrounds of all students and allows them to succeed to their ultimate potential.

The rationale for this study is based on the belief that teacher preparation programs must expand their content knowledge to include the theory and practice of multilingual/multicultural education. Educational professionals need to be aware of the processes of empowerment that involve risk, curiosity, and social change and their own world view and perceptions of ethnically diverse populations. Teacher preparation programs must develop within each student a knowledge of self and social transformation, and how our reflection turns into action. The purpose of this project is to prepare teachers to effectively discern their own ethnocentric behavioral patterns in order to promote a better understanding of ethnically diverse groups of students.

CREATING A CULTURE FOR A CONSTRUCTIVIST CLASSROOM THAT FACILITATES BALANCING UNITY AND DIVERSITY IN A CHANGING EDUCATIONAL WORLD

Arthur Shapiro
University of South Florida

The major objective is to delineate the process of developing theoretically based, constructivist, interactive, experiential classrooms that work, and to design and to create supportive cultures enabling the establishment and growth of successful classrooms. This session explores theoretically based models and strategies for creating the culture of public, private school, and collegiate constructivist classrooms. Discussion will highlight essential constructivist components of classrooms in various organizational environments, including such norms as cultural valuing of reward systems, multiple perspectives, flexibility, the importance of evaluative feedback to the constructivist process, collaboration, and other factors.

Theoretical bases of key components will be delineated, including those underlying motivation (Maslow's Hierarchy of Needs), as well as the value of utilizing small groups as the key instructional vehicle (Lewin, Thelen, George Herbert Mead). Building norms and a culture (Kluckholn, Linton) and the social construction of reality (Berge & Luckman, George Herbert Mead) will be addressed. The instructional delivery system will be discussed, including key curricular components (Bloom's Taxonomy, Tylers' rationale, experiential, and interactional approaches), as will delineation of emergent curriculum models, and use of the Great Books analytic and questioning Socratic format. Personality and learning styles (Gregorc) also will be discussed. The session will close with nontraditional evaluation models (My most significant learnings in this class are . . .). The session itself will be conducted on constructivist principles.

RACE MEANS ONWARD MOVEMENT, NOT SEPARATION

W. Maurice Shipley
Ohio State University

In the classroom, the mere mention of the word *race* creates divisions. Consequently, much of what comes afterward is undermined before it can begin. How does one counteract the negative and get students to relax (possible) fixed ideas and perceptions? One key is in how we utilize the word (and others) to encourage participation in making connections which move us forward rather than separate and incapacitate us.

This study seeks to explore how the word race and other such words function to separate rather than to engender the possibility of *onward movement* (another definition of race). Finally, this study suggests a similar examination of such words as *ethnicity* and *diversity*. This is a study on class discussion and intellectual curiosity.

PREPARING EDUCATIONAL LEADERS TO ERADICATE THE *ISMS*

Paul M. Terry
Indiana University-Purdue University, Fort Wayne

As we look at balancing unity and diversity in a changing world, it is imperative we either design courses or infuse in current courses a component of dealing with the *isms* (i.e., classism, racism, sexism, homophobia, ageism, ableism). As we prepare administrators we have an obligation to teach theory and bridge it with practical applications. We have the opportunity to live in a society where cultural diversity is the norm rather than the exception. With respect to diversity, it is important we place a special emphasis on teaching educational leaders that when they become administrators they have a moral responsibility to place a strong emphasis on eradicating the *isms*. Administrators need to develop a sensitivity to and an understanding of other ethnic cultures and be prepared to reduce discrimination against stigmatized cultural groups and be able to evolve strategies for problem resolution.

A specific course with this objective in mind has been designed and implemented in the Indiana University-Purdue University, Fort Wayne, Educational Administration program. A number of introspective activities have been designed for students to do some *soul searching* about their own possible prejudices. In addition, numerous video excerpts, case studies, and field experiences as well as a group project is completed. The primary objective is to examine current problems in human relations and cultural awareness with an emphasis on behaviors and practices which enable administrators to understand and obtain knowledge about themselves and others. Questions such as, "Should we have a specific course designed to address the *isms*?" "How should we address the *isms* in preparing educational leaders?" and "Are we adequately preparing educational leaders to be able to deal with the *isms?*" will be the focus of discussion.

Implications and Descriptive Statistics Regarding the Demographic Knowledge Base of Preservice Teachers

Stephen E. Trotter
University of the Pacific

The rapidly changing demographics, in the USA and California in particular, combined with increasing demands for teacher training in cross-cultural knowledge and sensitivity have created an expectation in regard to the accuracy of teachers' cultural knowledge base. The author investigated one facet of the knowledge base in the form of demographic knowledge. The results were noteworthy in their consistency, direction, and level of misconception. In the first review of over 80 teachers, not a single teacher (zero percent) overestimated Caucasian representation in the USA or California. This is in marked contrast to over 75 percent overestimating the African American constituency of California and the USA. A number of hypotheses may be generated in regard to the etiology of these inaccuracies. Primary is not the apparent lack of concern for data, but rather an emphasis on the affective domain when discussing cross-cultural issues in the context of the classroom.

Second, the USA media tends to foster stereotypical images of minority groups. Last, the current political unrest in California and to a lesser degree the USA in regard to immigration and affirmative action have polarized opinion. The data base of over 140 teachers and preservice teachers strongly suggests that a prerequisite to teaching a multiculturally sensitive curriculum is the acquisition of a comprehensive demographic knowledge base.

ACCREDITATION AND DIVERSITY: CARROT OR STICK?

Judith VanBaron
Savannah College of Art and Design

As traditional approaches to achieving diversity fail or come under attack in the courts and legislatures, institutions of all types find themselves faced with serious challenges. The desire for diversity may be strong, yet finding creative means which suit the mission, history, and identity of the institution is difficult. Simultaneously, accrediting agencies are creating imperatives to address diversity and global issues, which, in turn, pose a *carrot or stick* dilemma for the institutions which must respond to what may be *fashionable* by making it *doable*.

The Savannah College of Art and Design (SCAD) has always made diversity a priority. The college has achieved remarkable diversity. However, much remains to be done. The students come from all 50 states and 60 countries; still, the college must develop creative means to attract the same participation by American minorities. The dilemma is shared by many, even most, institutions. Each must do what it wants to do, or even must do, while maintaining its unique mission, history, and identity.

Diversity was a part of SCAD's founding principles. For nearly two decades the college has sought and implemented innovative means to make diversity natural, normal, and positive while taking a comprehensive, hands-on approach and not resorting to artificial, theoretical goals or cold, abstract quota systems. The college has been a positive force in the community, creating a campus which has stabilized communities and returned beauty and economic value to a city that is 52 percent African American. It has created an archive of the workmanship of black and white artisans in the nearly 40 historic or architecturally important buildings which it has restored. It has made esteemed persons of color visible to the entire community of art and education in the local community, in the nation, and around the world.

The college has done something. Diversity is not just a word in a committee or on the agenda of the faculty senate, nor just an accreditation criterion to be met or exceeded. This case study will illustrate the creative approaches taken to diversity as it is implemented within the milieu of an institution which is creative by design.

ENHANCING MULTICULTURAL EDUCATION THROUGH SERVICE LEARNING

Claudette Williams
Clark Atlanta University

There is still much concern about how educators might create effective learning environments for students of diverse ethnic and cultural backgrounds. This concern further extends to strategies for involving parents of this population in school activities. Service learning, an educational pedagogy which, through community/school collaboration, advances community/student empowerment while enhancing the teaching/learning process, is part of the educational reform movement which can effectively address multicultural education concerns and needs regardless of the form multicultural education might take. This session will demonstrate how they can be successfully achieved across levels in the educational system.

THE IMAGE OF AFRICAN AMERICAN WOMEN IN MUSIC VIDEOS

Gwendolyn Willis
Indiana University of Pennsylvania

This session focuses on the findings regarding content analysis research conducted on the images of African American women with an approximate age range of 18-25 in music videos. The analysis examined the following for each video: overall style/theme (gangsta rap, hiphop, R & B); the physical appearance of the women; type of clothing worn; their role in relation to the men; how men appear to perceive and treat them; how they seem to perceive themselves; and the inherent sexual messages. The content analysis also examined whether or not the gender of the artist affects the way in which women are portrayed in music videos and if these differences, if any, are positive or negative. The attitudes of society at large toward African American women are explored, as well as to what extent the music video portrayals have influenced how African American men, particularly those between the ages of 18 and 25, perceive and treat women. The presenter will also discuss to what extent music videos influence how young African American women perceive themselves and if/how this impacts the kind of treatment they allow themselves to receive from their male counterparts. The results of this research are both shocking and alarming.

Several types of music videos will be shown during the session to generate discussion regarding the frequency of recurrent images (partial nudity, provocative dress, sexual gesturing), participants' reactions to these images, and whether or not organizations within the women's movement should address the exploitative nature of music videos and how this can be accomplished. This session should be of particular interest and benefit to anyone interested in media and women's studies, as well as those interested in changing the negative, degrading images of women in the media.

BRIDGING THE GAP IN INFORMATION TECHNOLOGY AMONG COLLEGE FACULTY MEMBERS

Victor I. Alvarado
University of Texas, Pan American

Training faculty members in information technology for a global society presents several different challenges and problems. One of them is the diversity of interests and of backgrounds in terms of individuals' abilities to deal with new methodologies that have invaded the academic world. At one end of the spectrum, there are individuals who have immersed themselves in the world of information technology, while others appear to resist actively or passively the invasion of technology in their academic domain. Even those individuals who recognize the inevitability of the cyberworld seem to be afraid of new technologies. Many people recognize the added value of including the use of technology in training proposals for external funding. Once the funding is granted, the actual use of technology remains minimal. At the other end of the spectrum, there are individuals who see the inclusion of technology as a Trojan Horse, that will steer students away from the world of ideas and reduce education to a mechanical skill level.

This program will address several approaches to promote the interest and expertise of faculty members to improve their personal empowerment using technology, replacing some of the original fears. Modelling and other initiatives including a college newsletter have been particularly effective in creating curiosity and active interest on information technology. A direct problem-solving approach addressing individual needs has been the single most effective way to create an incremental infusion of computer usage for personal and instructional purposes. A hands-on approach, on a one-to-one basis has proven far more effective than demonstrations. Exploring the World Wide Web using the new e-mail feature of Netscape v.2.0 has given a great impetus to the interest of neophytes in this exciting new technological environment. The format of the presentation will include a brief presentation of topics followed by a question and answer period.

USING VIDEO CONFERENCING EQUIPMENT IN THE SUPERVISION OF TEACHER EDUCATION PRACTICA

Kurt Dudt and Joyce Lynn Garrett
Indiana University of Pennsylvania

Supervision of field experiences is a growing problem for colleges and universities. This project assesses the viability of using video conferencing equipment to conduct preservice observations and supervision.

The project involves Indiana University of Pennsylvania and several of its partnership schools. Phase I involves student teachers and pre-student teachers, cooperating teachers, and university supervisors using video conferencing equipment to plan, observe, and conference during clinical experiences. In Phase II, the number of participants will increase to test the veracity of wide scale use of the model in a single school. In Phase III, the model will be expanded to partnerships in urban and rural settings to further test its generalizability.

This project expects to decrease expenses related to supervision of practica, increase the number of supervised observations possible for pre-student teachers and student teachers, increase the number of personal contacts with students who need emotional support during this time, and decrease the amount of wasted travel time faculty spend in supervision of students at distant locations.

The evaluation process is both formative and summative in nature and will lead to dissemination of the model locally, regionally, and nationally.

COMPUTER-GENERATED ACADEMIC AND BEHAVIORAL INTERVENTIONS AND INCENTIVES

Aileen W. Freasier
Teachables, Inc.

Specific instructions, including step-by-step directions, resources, and references for an extensive series of computer-generated classroom academic and behavioural interventions and incentives will be shared with participants.

Developed by the presenter while employed as an Educational Diagnostician, serving as a Retired Senior Volunteer Program (R.S.V.P.) tutor, and a volunteer desktop publisher, these computer-generated procedures are designed to facilitate learning and reduce inappropriate behavior as well as reinforce academic and behavioral progress. The targeted procedures involve metacognition, the development of a sense of responsibility for one's actions, and enhancement of self-esteem through achieving personal goals. Prepared for multi-ethnic male special education juvenile offenders at Louisiana Training Institute-Monroe, adult parish detention center inmates, juveniles in a court-mandated group home placement, and an adult nonreader, the procedures are appropriate for all adolescents and adults involved in the educational setting from basic literacy to G.E.D. preparation.

Specific Project Procedures

1. Coordinated materials for a student focus on a relevant graphic were duplicated on colored paper (if possible) and collated in a pocket folder to facilitate classroom accessibility.
2. Copies of a student's significant incentives (awards and photographs) were sent to parents.
3. Significant achievement documentation was given to individual student counselors.
4. *Outstanding Student* and *Most Improved Student* incentives are given each six week grading period.
5. Dairy Queen tickets are given each month to students meeting trip criteria.
6. Vocabulary incentives are given to adults enrolled in basic literacy tutoring.

Facility Involvement

1. Incentives were prepared for parents/surrogate parents, staff, administrators, and community support personnel.
2. Specific academic and behavioral incentives were prepared for the institution's regularlyscheduled school awards and G.E.D. commencement programs.

COMPUTER-BASED TESTING: A REVOLUTION THAT COULD HAPPEN

Samuel W. Spero
Cuyahoga Community College

Testing is an accepted part of teaching. How else could we assign a grade? Yet, what should be a very powerful instrument for improving instruction is, instead, a tedious chore. In some situations, it is the tool we use to keep the students in line—no wonder they become highly anxious at the thought of a test. Often we test only once or twice a semester, so we do not really know if we are effective or not.

It can be argued that testing is just too tedious and difficult for the classroom teacher. Consider all that it entails. First, the teacher must prepare the test which includes developing the questions, typing them, and getting them duplicated. Then the teacher must deliver the test, usually using valuable classroom time. The students must, of course, be monitored lest they cheat. For the more ambitious teacher that requires preparing alternative forms of the test. The next step is to grade the test. The possibility of any sort of analysis of the test items or the test is out of the question. Ideally, we should return the tests quickly, scored, with feedback for the students identifying those objectives that need work. If we are truly interested in the students' learning, we should create opportunities for students to study those objectives they missed. They should then be able to retake the test. And what about the gradebook? All of that bookkeeping!

No one denies the importance of testing, but no one tests properly because all of the above requires too much data processing. But isn't that what computers do? And indeed, there is a unique computer software package, originally developed by Digital Equipment Corporation and now available in a Windows version, that offers the potential to completely change the way in which we test students and even the way we teach students. The package does everything mentioned above that we, as teachers, do not have time to do. It tracks students individually, generates tests for them (either on-line or off-line) and scores the tests providing immediate feedback. Elaborate record keeping is included with respect to student achievement and test validity, and it even maintains the gradebook and performs the bookkeeping and calculations for assigning a grade. The package is extremely flexible and can be tailored to any form of testing in any type of classroom environment at any level of education. The presenter will introduce the computer package and its many features and describe some of the exciting experiments which have been conducted in remedial mathematics.

ALTERNATIVAS DE INNOVACIÓN EDUCATIVA EN NIÑOS QUE VIVEN EN SITUACIÓN DE POBREZA

Jose Amar Amar
Universidad Del Norte

En América Latina y El Caribe aproximadamente 240 millones de personas viven en condiciones de pobreza: de ellos casi un 30% son menores de siete años, los que dificilmente tienen ingresos suficientes para su sobrevivencia.

Este trabajo de la Universidad del Norte de Barranquilla, Colombia, ha consistido en generar modelos de superación de la pobreza teniendo como variable generadora del cambio "la educación de los menores de 0 a 7 años" con participación activa de la familia y la comunidad.

El Proyecio está compuesto por cinco programas complemeniarios, a saber:

1. Contribuir a la educación de las personas encargadas de la educación integral del niño, especialmente de los programas en hogares: de Bienestar y Familia, Mujer e Infancia (Mujeres lactantes, mujeres gestantes y niños menores de dos años) (FAMI).

2. Atención dada directamente a los niños mediante una gran cantidad de innovaciones educativas que van desde los Hogares Infantiles, pasando por los Hogares Comunales del Niño y programas interactivos familia-niños, desde su concepción, mediante una estrategia autogestionaria institucionalizada a cargo de la Fundación para el Desarrollo del Niño, la Familia y la Comunidad.

3. Promoción y desarrollo de la comunidad. Todos los programas que impulsan el proyecto infancia y Calidad de Vida se iniciaron con la comunidad, la que debe, en ultimas, asumir el programa para aseguar su permanencia en el tiempo.

4. Fortalecer los recursos y las capacidades instituciónales. Este se materializa mediante apoyo a las politicas sociales que impulsa el gobierno, especialmente mediante el Instituto Colombiano de Bienestar Familiar.

5. Fortalecimiento del conocimiento cientifico mediante la investigatión para influir a los encargados de trazar politicas y planificar en relación al niño y su familia.

Nuestro proyecto se inció en cinco comunidades con condiciones de pobreza en su fase experimental, posteriomente se diseminó a 127 comunidades de la Costa Atlantica colombiana y finalmente fue asumido por el Gobierno Nacional, brindando hoy en dia atención a un millón de niños en todo el territorio nacional.

INCORPORATING INTERNATIONAL ETHICS IN COLLEGE COURSES

Charles Barber
University of Southern Indiana

Last spring, after receiving one of four *Ethics Across the Curriculum* grants awarded by our university to professors teaching in English, occupational therapy, business administration, and political science, I began implementation of my project involving integration of ethics into my sophomore-level international politics course. Since I was already scheduled to teach the course during the following summer, at first I could only incorporate ethical issues in relatively introductory ways during classroom discussions and in examination essay questions. With lead time during the fall semester, though, I was able to weave ethics into my syllabus for Spring, 1996.

One goal for my course, developing insight into nuances of public policy decision-making, became achievable though focused reading. I selected *Ethics and International Affairs: A Reader*, edited by Joel H. Rosenthal and published by Georgetown University Press.

Employing effective classroom methods provided essential tools for achieving my educational goals. For the first part of the course, I led weekly class discussions of ethical issues raised in assigned essays. Once students had become comfortable with the subject matter, they appeared before the class in teams of five or six. Each student dealt with an essay somehow, whether providing a summary or giving personal opinions. Some students linked additional assigned articles in *Newsweek* with ethical consequences of political actions.

As the overall objective of my research, I seek to inspire other college professors, as well as secondary teachers, by example. The opportunities that students have to engage in debate about consequences enable them to consider complex ramifications of choosing one policy option over several others. I encourage you to incorporate international ethical dilemmas in your courses and curricula.

INTERACTION AMONG TEACHER PREPARATION PROGRAMS IN THE U.S. / MEXICO REGION

Ruth Galaz
Western New Mexico University

Educators are in prime positions to initiate intercultural communicative efforts. Although teacher preparation programs in the U.S. / Mexico Border region reflect a history of desire for interaction, successful efforts to establish ongoing relationships have been sporadic. An investigation was conducted for the purpose of laying the groundwork for an educators' network that can actively address problem resolution in interaction attempts. The investigation identified both institutional and individual efforts in current programs. Some commonalities exist in regard to types of interaction desired, rationale for interaction, difficulties encountered in initiating and maintaining programs, and problem resolution. Patterns both in past successes and in past failures provide valuable information for our current and future endeavors.

NATURE, ENVIRONMENT, AND TECHNOLOGY: THEORY AND PRACTICE IN TEACHER TRAINING AND EARLY CHILDHOOD IN SWEDEN

Berit Halvarsson and Maria Kuisma
Uppsala University

In teacher training in Sweden during the 1990s, we have focused on areas like nature, environment, and technology. You can find the background in the development of the Swedish society concerning technology and increasing consciousness of the meaning of the environment in the survival of mankind. To attain this consciousness, these areas must be made visible and be central issues for children.

Why teach environmental education in early years? In educating children, the aim is to influence a change in the way of living that supports a positive attitude about environment and nature and how they are linked. In early years, the children have to experience how to reuse materials; the function of ecological systems; and how people, animals, and plants are involved in these. " Experiences of different lives and behaviors of animals, of planting and growing and products in preschools, children's experiences of nature and wildlife give both young and older children important knowledge of nature and its connection to life cycle" (Social Welfare, 1987:3, p. 28). What is the outcome of conscious environmental education? Research points out difficulties in areas like: How do children interpret the message of adults? Do children learn anything about the environment? What are the ideas children develop out of different phenomena?

The purpose of this presentation is to review the content in the areas of nature and environment in the Preschool Teacher Training program and how this content is connected to activities in educating preschool children. The students work with examining, experimenting, and reflecting in the process of getting knowledge of these areas. The practical-pedagogical theory is a foundation for the meaning of senses in the learning process.

These methods are presented to groups of children to develop an understanding of the life cycle of people, animals, and plants. The content includes an example of how to compost, to sow, to plant, and how to use the products nature can give in cooking, making jam, and juices, etc. The presentation will reflect on some results in research and future demands on this topic. This content will be presented in a video recording and a report that describes the theories behind the connection with the practical work with children in preschool.

MEETING THE NEEDS OF A DYNAMIC AND GLOBAL SOCIETY BY TARGETING EQUITY AND EXCELLENCE IN TECHNOLOGY, STAFF DEVELOPMENT, MULTICULTURAL COLLABORATION, AND AUTHENTIC ASSESSMENT WITHIN AN EDUCATION PREPARATION PROGRAM

Hilda Medrano
University of Texas at Pan American

The Texas Legislature passed legislation in 1991 authorizing the State Board of Educators and the Texas Higher Education Coordinating Board to develop the process for the establishment of the Centers for Professional Development and Technology (CPDT) "for the purpose of integrating technology and innovative teaching practices in the preservice and staff development training of teachers and administrators." Components of the CPDT include: (a) intense field experiences, (b) collaboration, (c) technology integrated into the curriculum, (d) multiculture and (e) rigorous internal and external evaluation.

Presently, two-thirds of the universities in Texas are a Center representing approximately 45 institutions in the State. Since 1991, almost $50 million have been appropriated by the Texas Legislature to the Texas Education Agency toward this initiative. Our previous Commission of Education Lionel "Skip" Meno once said, "The educator programs are only as good as the schools we prepare teachers for." State standardized scores have dramatically increased over the last year. Was it due to increased pressure on district staff or possibly an increased focus on professional development, technology, and collaboration? This session will present one university's efforts at meeting the needs of the diverse group of faculty students and mentor teachers.

ALTERNATIVE EDUCATION: THE GOOD, THE BAD, AND THE UGLY

Charolette Myles-Nixon
University of Central Oklahoma
Pauline Holloway
Oklahoma State University, Stillwater

In these ever-changing economic times, people are looking for steady employment. Teaching appears to be the answer. Many who seek this route should not and some who do want to, do it in the smallest amount of time, a short cut, an easy way. Who potentially suffers? The profession and the children. This session seeks to take a look at the method of certifying teachers. Does it really work? If not, why not?

LESSONS LEARNED FROM RESTRUCTURING EDUCATOR PREPARATION IN TEXAS

Lorie Ochoa
Centers for Professional Development and Technology, Texas

The Texas Legislature passed legislation in 1991 authorizing the State Board of Educators and the Texas Higher Education Coordinating Board to develop the process for the establishment of the Centers for Professional Development and Technology (CPDT) "for the purpose of integrating technology and innovative teaching practices in the preservice and staff development training of teachers and administrators." Components of the CPDT include: (a) intense field experiences, (b) collaboration, (c) technology integrated into the curriculum, (d) multiculture and (e) rigorous internal and external evaluation. Presently, two-thirds of the universities in Texas are a Center representing approximately 45 institutions in the State. State standardized scores have dramatically increased over the last year. Was it due to increased pressure on district staff or possibly an increased focus on professional development, technology, and collaboration? The Centers are an innovative, extensive field-based model designed to prepare educators more effectively. This initiative encourages increased collaboration and communication between and among universities, school districts, regional education service centers, and the private sector.

One of the unique characteristics of this initiative is that this legislation is voluntary as opposed to being mandated. This initiative has redefined how the entire state now perceives educator preparation. At both the university and district level, the Centers foster effective teaching practices, interdisciplinary training, the integration of technology throughout the curriculum, and extensive field experiences for preservice students. Although current funds are no longer available, several universities have opted to restructure their programs under the Center Rule because of the tremendous results other Centers have encountered and the research that defends the direction of the restructuring process. Centers have slowly begun to regress back to the traditional design. However, the majority of the Centers have reached a point of no return and have totally progressed to incorporating best practices for the students as opposed to comfortable practices for university and district staff.

LAST CHANCE FOR EXPELLED YOUTH: A PRIVATIZED APPROACH

Miguel de los Santos
University of Texas, Pan American

The Lead Academy (the Academy) is an alternative education venture in the service of difficult-to-reach youth. The purpose of the Academy is to provide educational opportunities to students who have been suspended or expelled from public school for disciplinary reasons. The Academy's vision is that all young people who have been suspended or expelled from public schools will afford themselves a second chance at academic and social success by participating actively in the opportunities provided by the Academy, and that students who are at risk of being expelled will enroll in the Academy as an option to being out of school and possibly never completing a formal education. The Academy is designed as an alternative to the regular public school system and is approved by the Texas Education Agency to serve as a school campus that provides educational services to students between the ages of 13 and 21 who are highly at-risk of leaving school.

In its first year of operation, the Academy enrolled nearly 100 youth who were officially expelled or suspended from public schools. All of the students served have been Hispanic, have earned few or no high school credits, and are reading below grade level as measured by the Texas Assessment of Academic Skills (TAAS) and teacher tests. Many of the youth encounter other barriers to academic success, such as drug use, youth gangs, family problems, or involvement with the Texas Criminal Justice System.

The Academy's mission is the child's whole being, not just his marks on a report card. In view of this philosophy, the Academy intervenes aggressively in the affective domain as much as, or more than in academics. A report of the results of interventions over different periods of times for selected students,will be compiled and analyzed for planning subsequent programs in disciplinary alternative schools in both the private and public sectors.

ALTERNATIVE TEACHER CERTIFICATION: A COMMON-SENSE APPROACH

Yvonne Shaw and Henry Brigham II
Paine College

With much notable controversy and publicity concerning public education, many feel the problem not only stems from a lack of parental involvement, but extends to poor teacher preparation or lack of available, competent teachers. In preparing persons for this task, a small private college in Augusta, Georgia has developed an outstanding common-sense approach to alternative teacher certification. The presentation will focus on eligibility/qualifications, program sessions, professional education sequence and areas of concentration. The program offers full teacher certification preparation in an accelerated learning environment for persons who have earned at least a bachelors degree in four specific areas.

Paine College, located in Augusta, Georgia has used the common-sense approach to alternative teacher certification. The program is field-based as well as outcome-based and involves significant collaboration with middle and secondary schools located in close proximity to Paine College. Through individual program development, interns are eligible to complete all requirements for certification in 120 days. Interns are grouped in clusters in evening and Saturday seminars/classes according to individual needs and are involved in intensive study and experiences related to the nature of schools and the cognitive, physical, and affective nature of young people.

This is a post-baccalaureate program for individuals who have earned at least a bachelors degree in one of four specific areas, such as: Broad Field Science (physics, biology, chemistry, earth/space science); Mathematics; Broad Field Social Science (history, political science, economics, English); or Middle Grades Education.

The primary objective of this approach is to provide experiences that will enhance the knowledge and provide a forum in which they can make a realistic connection between theory and practice in the classroom.

DEVELOPING GRADUATE TRAINING CAPACITY THROUGH A JOINT MEXICO / UNITED STATES INITIATIVE

Marco Antonio Villa-Vargas
Universidad Autonoma de Baja California
Stanley L. Swartz and Adria F. Klein
California State University, San Bernardino
Francisco Hidalgo, *Texas A&M, Kingsville*
Jesus Galaz Fontes, *Universidad Autonoma de Baja California*

The Universidad Autonoma de Baja California (UABC) and California State University, San Bernardino (CSUSB), have developed a project of collaboration that focuses on developing faculty and institutional capacity The need for professional development in Mexico and the proximity to U.S. institutions made this collaboration more feasible than obtaining graduate training for UABC faculty members at other Mexican universities. In addition to the professional development of Mexican faculty, the program was conceptualized as a cultural exchange that would also yield benefit to the U.S. faculty involved.

Phase I of this project was a program of graduate study that led to a master's degree for UABC psychology and special education faculty. This degree was a modification of existing CSUSB degrees specifically tailored to meet the needs of the UABC faculty. Emphasis was placed on the role of faculty in instruction of adult learners in addition to the theory and practice of working with individuals with disabilities. UABC faculty were provided with various instructional techniques and models as part of the training program. Training was conducted at both the UABC site in Mexico and the CSUSB site in California to provide both multicultural and binational perspective.

Phase II of the project is the development of a master's degree in special education that will be offered by UABC under independent authority. The newly trained faculty will form the core faculty for this degree. The effort will remain collaborative in that CSUSB faculty will participate as instructors and overall consultants. This phase of the project is expected to include team teaching and the use of compressed video as an alternative model of communication and instruction. Ongoing joint research and development projects will be continued and expanded.

The UABC/CSUSB joint project can serve as a model of the capacity building that can be accomplished through such binational efforts. Initial commitments by both institutions have increased because of the successful demonstration of feasibility. Other partners will be actively solicited to take this project to a higher level of cooperation. Emphasis will be placed on public agencies and other institutions of higher education.

A UNIQUE APPROACH TO ENVIRONMENTAL EDUCATION FOR TEACHERS THROUGH COLLABORATION WITH INDUSTRY AND TECHNOLOGY

S. Lloyd Newberry
Armstrong State College

Savannah, a city of one-half million people, is located on the southeast coast of Georgia. Armstrong State College, a unit of the University System of Georgia, and Union Camp Corporation, a Fortune Five Hundred Company and major producer of paper, are both located in Savannah.

A collaborative partnership by the two organizations has made possible an environmental education institute for teachers that is offered each summer in Savannah. Armstrong State College (ASC) developed the curriculum and provides instruction, and Union Camp provides financial support significant in-kind resources.

Twenty-five teachers attend eight hours a day for one month and receive ten quarter hours of graduate credit. The program includes eight full-day field trips to a variety of ecosystems and impact sites where human intervention has affected environmental balance. Forty guest speakers representing government, industry, conservation organizations, and education participate in the program in both classroom and field venues.

A computer laboratory is available to the participants where they are encouraged and guided to explore related information on the internet. Students develop project activities in environmental education which are correlated to the Georgia Quality Core Curriculum. These programs are used the following year in their respective classrooms.

Participants completing the institute leave with a significantly expanded knowledge-base in environmental science, an understanding of our free enterprise system and its needs, and an appreciation for conflict resolution.

The significant resources of Union Camp Corporation and its attention to environmental awareness and community needs, and Armstrong State College's dedication to collaborative efforts for systemic reform in teacher education, have resulted in the development of one of the most well received programs in higher education in Georgia.

ENVIRONMENTAL EDUCATION: INVESTIGATING THEORIES, FACTS, AND MYTHS WITH STUDENTS K – 12

Signia Rix Warner and Janet Huntzinger
Westfield State College

As environmental education gains support among parents, students, teachers, and school administrators, there is concern about the quality of resources available. In her 1993 article in *Garbage* Magazine, *Enviro education: Is it science, civics - or propaganda?* Patricia Poore deplores *the patchwork of published materials* upon which teachers must rely. While she acknowledges that some excellent published material exists, Poore is concerned about ubiquitous consumer books such as *50 Simple Things Kids Can Do to Save the Earth* that find their way into classrooms. As environmental show host Mike Weilbacher points out, this book isn't about what kids can do but rather what kids should tell grown-ups *not* to do.

Saving the earth is an unfair and unrealistic burden to impose on children. The complex problems of household and industrial wastes, pollution, conservation of natural resources, and population control are multifaceted issues that require analytic skills in a developmentally appropriate, carefully planned, sequential interdisciplinary curriculum. Many of the concepts connected to environmental issues such as global warming and ozone depletion are too abstract for young children to fully comprehend. Scientists themselves are divided on the causes and even the existence of some environmental problems. Indoctrinating school children with oversimplified solutions to these global environmental problems in a catastrophic doomsday frame of mind is both inappropriate and irresponsible.

A review of environmental education materials available from kindergarten through grade twelve in the Educational Resources Center at Westfield State College was conducted, leading the authors to some conclusions and insights on appropriate resources for classroom use.

PROCEEDINGS

The Annual
International Congress on Challenges to Education:

Balancing Unity and Diversity in a Changing World

Aston Wailea Resort, Maui
July 16 - 18, 1997

Swartz, S.L. (Ed.) (1997). *Proceedings of the international congress on challenges to education: Balancing unity and diversity in a changing world* (Maui). San Bernardino: California State University.

Proceedings of the International Congress on Challenges to Education: Balancing Unity and Diversity in a Changing World

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CALIFORNIA EARLY LITERACY LEARNING AND THE PROBLEM OF SCHOOL CHANGE

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Introduction

California Early Literacy Learning (CELL) (Swartz & Shook, 1994; Swartz, Shook, & Klein, 1998) is a comprehensive, balanced approach for literacy teaching that provides teachers a systematic classroom instructional model. CELL is a research based program that makes sure that all children receive good first teaching because it provides the strategies and practices that are proven effective in research. Reading and writing are no longer seen as mechanical procedures, rather they are problem-solving activities that allow children to build on their own previous learning, understand the processes, make decisions on the run to get the meaning of what is read. In this sense, teaching literacy should be a skills development process that will be done with meaningful activities and high quality literature. As teachers are trained in CELL and begin to implement the CELL model, they will change the way they think about literacy, the way they teach literacy, and the way they interact with their peers in order to get to new understandings and to grow in their own learning.

Those who have implemented CELL in their schools, know that the implementation process demands a personal and institutional change, which must consider at least three dimensions: change in materials, teaching approaches, and beliefs.

Just like anyother educational innovation, CELL expects that individuals and institutions, committed to its implementation, follow certain steps—starting from the institution's current performance situation towards the ideal or best performance situation. Going through this transition, from the current situation to the expected one, is what defines the change process that will take place if the innovation implementation is successful.

What is it behind an educational change? Fullan and Stiegelbauer (1991) point out that there are at least three dimensions in which school change processes may occur: (1) the possible use of new or revised materials (direct instructional resources such as curriculum materials or technologies), (2) the possible use of new teaching approaches (i.e., new teaching strategies or activities), and (3) the possible alterations of belief (i.e., pedagogical assumptions and theories underlying particular new policies or programs) (p. 37).

When we talk about CELL implementation in an educational setting, we are certainly talking about a change process in which making these three dimensions real, is an essential condition in achieving the expected outcomes. But making these three dimensions a reality in the classroom involves long term work and building a complex support system for involved people.

Fullan and Stiegelbauer also described those factors and themes that research have proven to determine the success or failure of a change project. Though a complex support system is required, it may be summarized in one sentence: orchestrate from inside the institution and support from the outside. What does changing really mean? In order to change, people need to share a meaning, to construct meaning. This construction is only possible through social interaction. Sharing realities is what makes it possible for your reality to be my own reality, and for my reality to be yours.

McLaughlin and Marsh (1981) pointed out that the implementation process of an educational innovation is a mutual adaptation process: teachers try to adjust to the innovation conditions, and at the same time modify the innovation for it to adjust to the classroom reality. This mutual adaptation process, of meanings construction, of materials, beliefs and strategies alteration, is by no means free of problems. Furthermore, every meaningful change process will lead us to experience feelings of loss, anxiety and struggle. All these are natural and unavoidable responses. All of us that have experienced successful change processes know that the outcome is worthwhile: altering thoughts and actions that will contribute to offering a richer educational environment.

Implications for Understanding the Change Process

Understanding the concepts thus far analyzed, is by no means a guarantee of efficiency in supporting change processes, or the assimilation of the implications these concepts have for our work. These are the implications that need a more thorough analysis.

The Agenda: Culture Change

We have already mentioned that CELL implementation demands that individuals and institutions make a change in which the noted dimensions are immersed. Also, we have reiterated that these changes will not be possible if there are no changes in the institutional context that will provide the long term support required to make them real. This is, without an alteration in the school's culture, what CELL is proposing will be reduced to simple rearrangements of what constitutes the daily school practice.

In other words, the CELL implementation should be conceived not as an end in itself, but as an extraordinary means of altering the school's culture: that specific way of doing, thinking, assessing, interacting, that define each institution. In fact, schools that have achieved, consciously or unconsciously, the full implementation of the defining features of CELL, have produced a change in the school's culture. A change that is reflected not only in a certain classroom or daily routine organization, but in the way they think about learning, teaching, professional development, evaluation, relationships with parents, and, in general, in the way organization is conducted.

CELL is intended to create an educational environment that allows the opportunity to choose, to think and to problem solve, to interact with others, to perceive oneself with ability and in control of the surrounding world, and above all, to fall in love with learning.

This last feature, the love of learning, should be an essential feature of every relevant educational proposition. Educational systems should be more concerned about the importance of involvement in learning, in an individuals life, the inherent joy within this process, and the creation of desire to always learn. This should define one of the motives of schooling, this should be the intention of school transformation (Maehr & Midgley, 1996). The reason is a very simple one: it is the only tool that allows our adapting (in Piaget's sense) to the ever changing circumstances of today's world. On the other hand, the value of learning capacity has enormously increased in our contemporary culture.

Nowadays there is no one exempt from the need to learn, to be updated. Knowledge in a specific field grows at such a speed that very soon it will be impossible to keep up-to-date. We will have to choose, to look for it every time we need it. And this will only be possible for those who fell in love with learning, those who view it as a way of life. Also, employment opportunities are more and more demanding. A few years ago, it was sufficient for a secretary to operate a word processor; now, she has to be an internet navigator, communicate by e-mail and know how to use a scanner. In my country, digital VCR's, the use of an automatic teller machine, and communication with a telephone switchboard that gives choices, are already giving us a hard time.

To sum up, it is necessary for schools to reassess the importance of continuous learning and to work in creating an educational context that promotes it. Those who do this, will be making an essential contribution to today's and next year's society.

School Development = Staff Development

There is something we sometimes do not understand, and it is that culture change implies school development, and, in turn, school development implies staff development. That is, school and staff development are the same thing. There cannot be school development, and thus culture change, if there is no professional development for staff (Fullan & Stiegelbauer, 1991).

In those schools achieving culture reorganization, opportunities for professional development are valued and are permanent opportunities. We know that the program of professional development should be linked to teacher's specific needs and should promote collegial work. There is no reason to think that we can offer teachers training unrelated to their own perceptions of what they need; just as with children, teachers will get involved in learning as long as they enjoy it, as it is related to their current needs and interests, and as long as it allows them to experience control and feelings of success (High Scope Educational Research Foundation, 1993).

Another factor that can move a school reform effort forward , is the development of collegial relationships.

"In the final analysis, it is the actions of the individual that count. Since interaction with others influences what one does, relationships with other teachers is a critical variable. The theory of change that we have been evolving clearly points to the importance of peer relationships in the school. Change involves learning to do something new, and interaction is the primary basis for social learning. New meanings, new behavior, new skills, and new beliefs depend significantly on whether teachers are working as isolated individuals (Goodlad, 1984; Lortie, 1975; Sarason, 1982) or are exchanging ideas, support, and positive feelings about their work (Little, 1982; Mortimore et al., 1988; Rosenholtz, 1989)..." Fullan & Stiegelbauer (1991), p. 77.

To what point do schools using CELL meet their staff professional development needs? To what degree is collegiality praised and supported?

Innovation as a Means, Rather Than an End

It is important to think about innovation implementation as the vehicle to integrate the conditions that allow culture change. Processes such as shared influence, joint problem definition and solution, permanent action monitoring, teamwork, etc., are essential to change.

In CELL, the purpose is to change the way of conceiving, learning, and teaching reading and writing to children and adults. It is not enough, by any means, to adopt a different methodology. Without a change in culture these methods might be lost. We innovate in order to improve and change, not only to change. As Fullan and Stiegelbauer (1991) note, the true educational change is the one that also changes school culture.

And here lies the enormous challenge for all of us who are determined to implement CELL, for, finally, this proposition cannot come true in a significant way in classrooms, if we do not work to alter school culture. The task is enormous, but fortunately, there are already some people preceding us in this effort, who we can learn from (Learning Consortium, Fullan, Bennett, Rolheiser-Bennet, 1990; National Network for Educational Renewal, Sirotnik and Goodlad, 1988; Michigan Partnership for New Education, 1990).

All these partnerships are devoted to reforming school culture through various projects, which imply establishing collaborative links between universities and schools. Again, collegial work comes up as a strategy of choice.

What should we do in order to change school culture? Unfortunately, as in any change where human nature is involved, there are only guidelines to follow, but never complete recipes. Fullan and Stiegelbauer (1991) offer a reference framework that might be useful for those who are interested in true educational change, the change in school culture:

1. Do not assume that your version of what the change should be is the one that should or could be implemented.
2. Require individual implementers to work out their own meaning.
3. Assume that conflict and disagreement are not only inevitable but fundamental to successful change.
4. Assume that people need pressure to change (even in directions that they desire), but it will be effective only under conditions that allow them to react, to form their own position, to interact with other implementers, to obtain technical assistance, etc.
5. Assume that effective change takes time.
6. Do not assume that the reason for lack of implementation is outright rejection of the values embodied in the change, or hard-core resistance to all change.
7. Do not expect all or even most people or groups to change.
8. Assume that you will need a plan that is based on the above assumption and that addresses the factors known to affect implementation.
9. Assume that no amount of knowledge will ever make it totally clear what action should be taken.
10. Assume that changing the culture of institutions is the real agenda, not implementing single innovations (pp. 105-107).

Professional Development of Change Leaders

Change process leadership in schools requires highly complex abilities, which generally are not part of the repertoire of those in charge of change processes facilitation. As Fullan and Stiegelbauer say (1991), we are facing a problem: those who should lead change processes are the first to need support in acquiring the necessary abilities that their role requires.

The problem, at least in my country, is that there are practically no development opportunities for these people. Somehow, the scope of development programs has been reduced to respond to teachers only, leaving aside the fact that there are many more people affecting schools-principal, supervisor, district administrator, etc. Bearing this in mind, I have recently designed a staff development program for the people in charge of facilitating change processes in schools (Barocio and colleagues, 1997). The program is organized in four units: change process introduction, basic abilities for school improvement facilitators; adult workshops and seminars design; and, classroom observation and feedback.

Currently, as part of this proposition, and based upon the work of Saxl, Miles and Lieberman (1989), we are adapting and evaluating their basic abilities program for change processes facilitation in schools.

These abilities are the following:

trust and rapport building
organizational diagnosis
dealing with the process
resource utilization
managing the work of school improvement
building the capacity to continue

Based upon the Trainer's Manual of these authors (Saxl et al., 1989), we have designed a program which integrates training activities as well as training support activities. There are 18 participants working at the preschool level, in leadership positions that have to do with supporting change or improvement processes in school. Currently achieved results have been highly satisfactory. Participants have pointed out that this program meets their needs and has provided learning experiences which are very significant to the work they are performing. Also, we have some similar evidence from the work projects initiated in those schools under their guidance.

As long as there are no systematic efforts that support and research program of instruction for change leaders, it will be difficult to implement projects contributing to culture change in school. Without this change, we will not be able to achieve the educational reform goals shared with many of other countries. Furthermore, this quote from

Sarason, "the more things change, the more they remain the same," will still be meaningful.

Conclusions

For institutions and individuals working in them, CELL implementation offers you the opportunity of getting involved in a true educational change. But as with any other significant change, it demands a complex support system and the need of long term work. None of these conditions are easy to meet. Schools sometime resist constructing the complex support system that the institution requires for change, or simply it is very hard to work on a long term basis. It is not easy to resist the so-human temptation of adapting to the closest change.

Nevertheless, I hope I made it clear that those who choose to offer CELL in their institutions commit themselves to the culture change that will affect conceptions, space organization, time distribution, roles, interaction patterns, evaluation, relationships with parents and community, etc. In return for this enormous effort, schools will find how to make learning a way of life. I really would not want to end these reflections without insisting on the powerful existing need for collegial work in this enormous enterprise. It is necessary that schools implementing CELL are concerned not only in promoting collegial work among their teachers. There is another collegial work that is also essential, that established among schools.

The large educational renovation projects in United States and Canada, have demonstrated how powerful the establishment of partnerships is between those interested in improvement processes. We learn because we share, and we share because we have learned. Those enormously rich processes we observe in the classroom as a result of child interaction, are also observed when schools interact, when they are determined to work in a collegial manner. Let us not miss the opportunity to construct a solid support network that allows us to achieve the change in school culture which we all are looking for.

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BILINGUAL-BICULTURAL BOOK SELECTION AND READING

Carlos Ayala
Dool School
Mary Ann Ayala
Nana's Book Warehouse

Bienvenidos, Welcome to Nana's Book Warehouse! In order to promote global unity and international interconnectedness, the cultural and language riches of Spanish-speaking children in the U.S. can be exciting and useful. This is particularly true when addressing these children's educational needs. The ten best bilingual-bicultural books of the year will be contrasted against the most disappointing books.

Participants will brainstorm ideas for promoting literacy of Spanish speaking people. A book selection rubric will also be presented and demonstrated using outstanding books.

OLIMPIADAS DE LECTURA: INSTRUMENTO MOTIVATIONAL DE LA LECTURA

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Las Olimpiadas de Lectura son dirigidas a niños entre nueve y trece años. Coordinadas por las bibliotecas escolares permiten las integración de todos los niños del plantel y de la Comunidad Educativa. Los objetivos son la creación de actitudes de apreciación de la lectura y el desarrollo del pensamiento critico ante lo leído.

El proyecto comienza con las selección de los libros por un comité de docentes y bibliotecarios. Estos libros son distribuidos a los participantes. Actividades de lectura con énfasis en análisis, síntesis y evaluación de los contenidos de los materiales se realizan en las bibliotecas escolares y se refuerzan en el aula. Los niños elaboran preguntas que usan como instrumento de debate con sus compañeros. En las bibliotecas, alumnos comparten experiencias sobre lo leído, obteniéndose una representación de cada aula para luego seleccionar la representación que irá ante los demás planteles del distrito. Como resultado 20 alumnos compiten en una experiencia final donde jueces evalúan respuestas concernientes a lo leído. Estas preguntas se seleccionan de un banco de preguntas previamente elaborado per los niños. Diez alumnos emergen como los campeones de las Olimpíadas.

La integración de la comunidad es a través de donaciones de materiales, cobertura periodística, radial y televisiva y participación de miembros de la comunidad en el desarrollo y cumplimiento de las actividades. Esta experiencia a traído como resultado no sólo un mejoramiento del nivel académico de los participantes sino también una elevación de la autoestima y del trabajo grupal. Docentes reportan una mejor utilización, por parte de los niños, de destrezas en la lecto-escritura trayendo como resultado un incremento de las calificaciones en las aéreas de expresión oral y escrita. En vista de los excelentes resultados, el Ministerio de Educación, pretende expandir esta experiencia.

THE POLITICS OF LITERACY: CONSENSUS AND CONFLICTS

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It is an interesting phenomenon. We work in the only profession where those who have the loudest opinions about what we should be doing aren't apart of the profession. Many of these individuals only experience with schools is when they sat on the student side of the desk; this usually makes them an expert. I also have a personal theory that says that people think the only good work is hard work; what was hard or unfamiliar for most parents was phonics, so they assume it must be the only good part of reading instruction. And if it was *good* by this definition for them, it must be good for their children.

In a recent issue of the *Kappan*, the journal of Phi Delta Kappa (PDK), there was an article by John Jennings, the Washington lobbyist for PDK. He called his article *Travels Without Charley* (1996). In his travels he visited all fifty states and looked at the key issues facing public education. One of his four top issues was based on public perception of reading instruction. He said the main problem with the view of reading is the reporting in the newspapers; beliefs about education, he said, are 99 percent perception and one percent facts. We have to work to get the facts and the perception closer together.

When Rudolph Flesch wrote the famous *Why Johnny Can't Read* (1957) book, it was mainly for public consumption, not for his professional colleagues. He detailed the basal series that taught phonics well, naming the few magnificent phonics programs, and then listed the dirty dozen that were inadequate. He left TEACHERS and CHILDREN out of the discussion totally.

As an aside, I wanted to recognize that phonics issues of the fifties were significantly different than the phonics of the nineties. In the fifties, the two sides of the argument were phonics and sight words. In the nineties, the two sides are phonics and whole language. Sight words are now part of phonics side of the issue, an interesting twist.

Another aspect of this phonics/whole language debate and others is the fact it is an argument in our field at all. As Marie Clay said in her introduction to *Becoming Literate: The Construction of Inner Control*, "I find the big debates divisive, for people feel obliged to take up opposing positions on matters like phonological awareness, the reader's use of context, and the nature of getting meaning from texts" (Clay, 1992, p. 4) I find Dr. Clay's position compelling and think these arguments serve no one well, least of all our children.

What Do Students Say About Reading? A Comparison of High School and Elementary Students' Attitudes Toward and Perceptions About Reading

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Deerborn Schools
Sandy Alber
Oakland University

The limited number of reports that focus on attitudes and perceptions in reading have centered on the variables of gender, grade, age, achievement, ethnicity, and socioeconomic status. Research about student attitudes and perceptions in high school students (Dismukes, 1989; Ley & Tenthan, 1987; Ley, Schaer, & Dismukes, 1994; Ley & Mitchell, 1996) presents conflicting findings. Research with elementary school students (Coniff, 1993; Friend, 1995; Parker & Paradis, 1986; Rowell, 1973) also presents divergent findings.

Procedures

This study investigated self-reported attitudes and perceptions of high school and elementary school students toward reading. Both qualitative and quantitative research methods were employed. The following questions served to focus the study:

1. What comes to mind when reading is mentioned and what does that mean to you?
2. If you like or dislike reading, please explain why, how, and when you started having that feeling.
3. What reading(s) interest you more than others?
4. What is your favorite book or other reading material?

Students in grades 9-12 and 3-5 responded to these questions in writing. Responses were categorized after multiple readings by raters and frequency of responses were compared by grade level and gender.

Findings

Analysis of the data showed there were statistically significant differences between attitudes in elementary and high school students in general. Specifically, a statistically significant difference between elementary and high school females was revealed. No statistically significant difference was found between male high school and elementary students. No statistically significant differences were found based between genders of equivalent school level. Perceptions about what reading is varied widely. There were similarities in interesting kinds of reading material.

GOOD STAFF DEVELOPMENT PROVIDES FOR LONG TERM EFFECTIVE CHANGE

Rebecca E. Shook
California State University, San Bernardino

The California Early Literacy Learning project was developed in response to needs determined by elementary schools in California that had initiated Reading Recovery for the at risk children in their first grades. It was found that an abnormal number of children were in need of an intervention such as that provided by Reading Recovery trained teachers. This indicated a need for improvement in the literacy education of primary grade teachers who teach the youngest of children in the public school system and the pre school programs where possible. Research was conducted in collaboration with The Ohio State University to develop a staff development project to meet this great need. Good teaching practices were reviewed and the most effective of these were provided as models to be implemented in selected primary classrooms in and around California State University, San Bernardino. These classrooms were to eventually serve as demonstration classrooms for future training. However, during the formulation year, participating teachers received intensive training of the selected elements of the Literacy Framework. The reading elements were composed of Reading Aloud to Children, Shared Reading with children, Guided Reading, and Independent Reading by children. The writing elements were Interactive Writing and Independent Writing.

The first phase of training complete, the call was placed to schools who had indicated interest in participation. The schools selected teachers who indicated a willingness to learn and change their current instructional programs. They participated in a year long training program, training in the instructional elements of the framework and in preparation to become a Literacy Coordinator.

During this year, it was determined that Literacy Coordinators needed more of a support base in the home school. So during year two, we began training School Based Planning Teams. This team received initial training in the elements of the framework and also worked as members of a school literacy team to make decisions about the implementation of strong literacy instruction in their primary school. They discussed change theory and restructuring of the school. These team members would be assisted by and assist the Literacy Coordinator in the future training of the remainder of the primary staff through modeling and demonstration.

Initial qualitative data indicate a very effect staff development and restructuring model in which teachers feel empowered and renewed in their commitment to providing good strong literacy instruction to the children in their classrooms. They feel that they better understand the acquisition of language and literacy and can provide through the framework a better instructional design to meet the needs of the children.

DESIGNING A CULTURAL LITERACY MODEL: TRAINING TEACHERS FOR GLOBAL INCLUSION

Jocelynn L. Smrekar and Andrea Hansen
Texas A&M University–Kingsville

Teachers must realize that culture is a means for survival. Culture is at work in every classroom. It affects teachers' and children's behavior. Culture dictates how learning will be organized and, therefore, how we develop curriculum. Teaching methods should be based on culture. We must prepare students for effective participation in dealing with the different cultures of the world. Problems and conflicts in schools can be largely alleviated by understanding cultural differences. Children's literature can be used to enrich children's understanding about cultural pluralism.

We are exploring ways of designing a cultural literacy model for early education. Culture dictates how, in this school, the learning is being organized and how the curriculum is being developed. Our early education center is a university/school collaboration using university students in an apprenticeship model which supports readers from culturally diverse backgrounds. The connection between university and school site offers abundant opportunities for university students to become globally aware. On-site exposure to, and experience with children engaged in accelerated activities is also facilitated by a master teacher program in this early education center.

Ongoing research at this site focuses on developmentally appropriate practices for all children and the materials necessary to accomplish the goal of meeting the needs of diverse learners for global inclusion. Literacy is the primary means of meeting this goal. Thematic units based on multiethnic literature, shared literacy/shared literature, and parent/teacher partnerships are strong components of the center. A coordinated effort among early education program providers and advocates for such programs will provide early intervention to help overcome obstacles for young children and their families. Our curriculum will support all children with a specially designed curriculum which regards all children as gifted and talented.

ART AS LITERACY:
THE 1000 WORD PICTURE

Judith Van Baron
Savannah College of Art and Design

Before the invention of the printing press and before education and literacy became universally desirable and accessible, pictures replaced words as a means of communication. The masses of people may not have been literate as far as words and their abstract meanings were concerned, but they possessed an image literacy which served them well especially in the communication of religious dogma and often political or civil dogma. The grandiose murals in churches throughout Europe are some examples of pictures worth thousands of words as these colossal comic books on walls spread messages of the Crucifixion or the Nativity to generations of Christian followers.

Every country and its culture has a vocabulary of signs and symbols conveyed through images. Now, as moving images and keyboards turn more of the literate population away from the traditional written word and as icon vocabularies proliferate, the value of art and imagery as a device to enhance literacy and global understanding has reasserted itself.

This multimedia presentation explores the history of image literacy and both the positive and negative outcomes of speaking through pictures. While the presentation does not propose solutions for individual institutions, it should pique interest in exploring the possibilities of using this powerful communication device to its fullest. Likewise, the presentation does not advocate replacing literacy with art but does offer art as a supplementary and alternative vision, as used at a college of art and design, to help make the dream of global literacy a reality.

USING MULTIPLE INTELLIGENCE AND MULTI-SENSORY REINFORCEMENT APPROACHES TO ENHANCE LITERACY SKILLS AMONG HOMELESS ADULTS

Sheila Taylor-King
University of Wyoming

While most of us awaken each morning in a comfortable bed within the security and safety of our own home, approximately one-half million Americans awaken homeless. These Americans, both adult and children, reside in shelters and hotels; sleep on streets and other places not intended for human habitation; they reside in short-term foster homes; they live with other families in what are known as double-up residences.

The American homeless are quite transient and are often ignored. Too frequently they fail to receive services to which they are entitled due to their constant mobility – a condition which is often out of their control. Due to difficulties stemming from transience, it is often difficult to complete an educational program or acquire a particular employment skill. Students have varied backgrounds and experiences which often enhance their educational endeavors; at the very least these can be useful as an educational starting block. Sharing these experiences can serve as a source of improved self-esteem.

Through the use and acknowledgment of each student as an individual and through the recognition of the talents and intelligences (Gardner' s multiple intelligences) that we all possess, we can offer an educational program to homeless adults which is positive and builds self-esteem - one which contributes toward a brighter future. We should praise the student for experiences brought to our classrooms and celebrate with them the variety of talents each student possesses.

Too often, we fail to acknowledge that adult students come to us with an enriched background – a background full of educational endeavors that did not occur in a classroom, but ones which are none the less educational. While some of these experiences are negative, many are very positive and can serve as a source of personal enrichment. Too frequently we do not recognize that learning has taken place within the midst of a negative personal circumstance.

In Fogarty and Bellanca's book, Multiple Intelligences, Howard Gardner identifies the "danger in not giving individuals enough choice in their educational and life options." He points out that in less democratic systems, there are almost no choices given to children during their education. He also notes that although we offer choice in this country, too many students end up specializing in a field only to later realize that it really wasn't what they wanted - but what someone else wanted for them.

By recognizing that there are multiple intelligences upon which we can rely and by recognizing that everyone does not rely upon one domain of intelligence, we can offer adults an opportunity to expand, to explore, and to overcome some serious barriers. If we can get to a point where we take a few moments to talk with our adult learners (to understand their previous knowledge bases), and if we can convince them that they have much to offer others as well as themselves, we have achieved half the battle.

When one is teaching adults, much patience is a necessity. But most importantly, the teacher needs to realize that the students are adults coming into the classroom with expertise that has materialized from their experiences within the world, possibly without the use of the classroom. This is when one needs to look at the varied intelligences one might possess and build from there.

M..OTIVATION + A..SSESSMENT + C..URRICULUM = E..DUCATION

Aileen W. Freasier
Lincoln Parrish Detention Center

This presentation will describe the Lincoln Parish Detention Center Pre-GED Class instruction provided by a R.S.V.P. (Retired Senior Volunteer Program) tutor and recently retired Louisiana Juvenile Corrections Educational Diagnostician. The presenter will focus on useful diagnostic techniques, relevant academic, pre-vocational, and social curriculum alternatives, and a continuum of effective motivational procedures used to impact this transient incarcerated population. The instructor's primary goal is to motivate those enrolled to value education and achieve personal academic goals. An example of some of the specific activities is given:

Motivational Procedures
- Motivational quotes
- Lil Daddy's "Filosophies From Da Hood" cartoons
- Laser-printed certificates for specific academic achievement
- Individualized test results summary
- Achievement summary letter to judge
- Drawing talent recognition
- Special occasion greetings
- Weekly newspack (current newspaper clippings)

Diagnostic techniques used include the Woodcock-Johnson Tests of Achievement, Calculation Subtest (Riverside Publishing), Math Screening and Placement Test (Steck-Vaughn), California Achievement Test (CTB McGraw Hill), Official GED Practice Tests (Steck-Vaughn), and Specific Pre/Posttests Commercial (GED Study Guides).

The presenter will review and discuss curriculum alternatives, including GED study, pre-vocational skills, social skills, and art activities and publications.

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ROLE OF THE CHARTER SCHOOL IN CORRECTIONAL EDUCATION

Donald R. Nelson and Fred M. Weis
Southern Arkansas University

The most recent research report of the Office of Juvenile Justice and Delinquency Prevention indicates few innovations in juvenile correctional education have occurred in the past decade. There is considerable evidence in the literature that suggests a significant correlation between academic failure and juvenile delinquency.

Germigmani (1994) suggested that for too long, education has been regarded as just another service for incarcerated youth. Brunner (1993), in a study involving 145 teachers in juvenile correctional institutions, suggested a significant relationship between school failure and juvenile crime. If reducing recidivism is a primary goal, then addressing alternatives in correctional education must be a primary goal in juvenile correctional education. In a study by Nelson (1996), incarcerated juveniles in a small southern state were taught by teachers teaching outside their field of certification and receiving maximum inservice programs. Juveniles in these facilities had a minimum age of 13 and a maximum age of 21. The average juvenile was found to be three grade levels below average in reading (The range was 1.9 to 12.6). Although literacy was a serious problem, teachers were not trained to meet the educational needs of these juveniles. Currently, 26 states, the District of Columbia, and the Commonwealth of Puerto Rico have laws allowing the establishment of charter schools. Depending upon the individual laws of a state, the use of charter schools could serve as a significant reform to meet the educational needs in juvenile correctional programs. Arkansas law (Act 1126 of 1995) allows for the establishment of a charter school at juvenile correctional facilities. The funding would be a State Department of Education allocation directly to the State Department of Corrections. The charter school law would mandate teachers teaching in their area of certification and allow both agencies to monitor the progress of the juveniles. A proposal for a pilot program is currently in progress.

LAW WORKS: A COMMUNITY CAMPAIGN BY YOUTH-VIOLENCE REDUCTION

Theressa Ann Sams
Audubon Middle School and Magnet Center

Law Works is a hands-on activity designed to encourage students to put their imaginations to work. Together with teachers, community leaders, and volunteer attorneys, students identify a problem of violence in their community and devise a solution to address it.

During the past year, participating schools throughout California produced a wide array of educational and awareness projects including videos to promote crime-free school yards and web pages designed to illustrate the impact of drugs on a community. Community campaigns include graffiti clean-up, community involvement in the restoration of deteriorating and unsafe buildings, and a tree-planting awareness campaign, with students planting a tree in honor of the death of a victim of violence. Other projects focused on reducing the incidence of domestic violence, sexual assault, and gang recruitment.

The Law Works campaigns are designed to increase involvement of youth in solutions to problems in the community. It gives the students an opportunity to experience the law firsthand. Lawyers and other community leaders join in the discussion in the classrooms and help guide the students toward a successful campaign. Topics are generated through brainstorming activities, public surveys, and data collected through various public agencies. The topics are then explored and possible solutions are discussed, designed, and implemented.

The students are given the opportunity to share their solutions with government representatives at the State Capitol. Sixteen schools participated in the Law Works campaign and ten of those attended the Sacramento Showcase. Each school was given the opportunity to address a panel composed of representatives from state agencies and local offices.

Established in 1993, Law Works is a joint project of the State Bar of California and the Citizenship and Law-Related Education Center. Its success has been rewarded with the American Bar Association's Partnership Award of Merit.

PERSONAL LIFE EXPERIENCES AND SCHOOL-RELATED FACTORS ASSOCIATED WITH TEACHERS' APPROACHES TO MULTICULTURAL EDUCATION

Beate Baltes
National University

The 21st Century with its changing demographics, global interdependence, and technological progress resulting in increasingly heterogeneous societies brings along social problems of such magnitude that they pose a serious threat to the ideals of American democracy. Besides environmental pollution, war, deteriorating cities, poverty, and increase in violence and ethnic hostility can not be denied, both in schools and in society.

Therefore, many educators have given immense attention to the importance of multicultural education, leading to many staff development programs. Most educators consider themselves to be sensitive toward diversity in one way or another and it is not uncommon for them to feel intimidated through more and more staff development programs that they are urged to attend.

These concerns could be addressed if educators were aware of their own philosophies toward diversity. Sleeter and Grant developed a taxonomy of five different approaches to multicultural education. Participants of this session will be encouraged to determine their tendencies toward one of these five approaches. Considering our goal to be educating students for the 21st Century, the results of a recent study showed that educators' are more likely to use the approaches that do not promote the goal of appreciating diversity. The majority of subjects believe in either *human relations* or *single group studies*, which are the second and third approaches in Sleeter and Grant's five-stage hierarchy.

Furthermore, educators need to be aware which personal life experiences and work-related factors might have influenced their philosophies. The factors *support for multicultural education, social activism, work-setting*, and *exposure to diversity* seemed to be most significant in determining an educator's philosophy of multicultural education. During this session, participants will discuss how the knowledge of these factors might enable educational leaders to facilitate an educator's move toward one of the more activist and responsible positions of multicultural education.

PROMOTING INTERNATIONAL UNDERSTANDING WITH THE APPLICATION OF PRACTICE PRINCIPLES

Frank R. Baskind and Velma Jackson-Williams
Virginia Commonwealth University

Excerpts from case studies demonstrate how practice principles used in rural hospice care also serve as the method to generate cooperation and understanding between individuals who represent different diverse cultures in our global society. The experience of a social worker, nurse, and chaplain who work as a team to provide services to the disabled and terminally ill are chronicled to identify the potential conflicting situations created by racial, ethnic, religious, and social class differences between workers and clients. These experiences highlight the application of practice principles which educators can use in classes which address international understanding and global unity.

CULTURAL COMPETENCY: A MODEL FOR DESIGNING AND EVALUATING TRAINING PROGRAMS

Yvonne L. Callaway and Wanda Cook-Robinson
Eastern Michigan University

This model of cross-cultural interface training is intended to operationally define educational and training initiatives specifically focused on improving human relations across cultural boundaries. Its purpose is to facilitate the development of theoretically grounded and pragmatic cross-cultural interface training that adds to the professional delivery of human services in culturally competent and plural modes. The cross-cultural interface training model accounts for the reciprocal variability of the environment, individual persona and behavior as they specifically relate to cultural difference, as well as for the identification and assessment of differences between and within cultural groups. The model requires the evaluation and measurement of the proportional relationship between the quantity of the knowledge base and the magnitude of the behavior options as reflected in the structural context. This approach:

1. Considers three vectors central to the development of cultural competence and the transfer of cross-cultural interface knowledge and skills; and
2. Integrates the evaluation process into the design and delivery of training, so that cultural competency may be clearly and most importantly, measurably enhanced.

The three vectors described in this model: knowledge base, behavior options, and structural context, are actively interrelated. The vectors are considered as they relate to the cross-cultural interaction between individuals and between individuals and the environment. The knowledge base vector considers the influence of individual persona as *self understanding* interacting with an understanding of others' representation of persona as influenced by diversity. The behavior options vector describes strategies for enhancing the foundation skill set in diverse work environments by integrating multiple attribution and behavioral models. The structural context vector addresses the relevant environmental conditions and influences that support and/or inhibit the development of anti-racist role models and multicultural agencies at the individual and organizational level. The goal is to increase knowledge so that behavioral options are expanded and the potential to affect the structural context is maximized. Results of a pilot study testing the model will be presented.

WHAT SOUTH TEXAS ADMINISTRATORS SAY ABOUT BILINGUAL EDUCATION: CAN WE MAKE A DIFFERENCE?

Carlos Cruz
Texas A&M University–Kingsville

The participants will be able to discuss the future of bilingual education in the United States along with effective ways to implement bilingual education in their teacher education programs while considering their administrators' vision and mission of bilingual education. This study was an investigation of implementation of programs by school district administrators to meet the needs of limited English proficient students. Data collection was done by interviewing administrators from ten school districts. The data suggested the following conclusions: (a) Superintendents and principals are not as knowledgeable as they need to be about the intent and purpose of bilingual education; (b) the use of the native language in the Coastal Bend school districts is very limited; border school districts and districts away from the Coastal Bend tend to use the native language more; (c) there are parent denials in most bilingual education programs in South Texas; (d) there is no equity in school programs between bilingual education, gifted and talented, and special education; (e) eight out of ten school districts interviewed do not take advantage of federal funding opportunities; (f) there is a positive attitude toward bilingual education in border school districts away from the Coastal Bend; (g) Hispanic administrators appear to have a sincere interest in implementing bilingual programs to meet the needs of Hispanic LEP students; (h) school districts with a higher concentration of Hispanic students implement bilingual programs to meet the needs of Hispanic LEP students; and (i) thirteen administrators requested waivers but none were waivers to improve their bilingual education programs.

Recommendations

The following recommendations are derived from the conclusions of the investigation: (a) staff development in bilingual and ESL education for superintendents, school boards, and principals needs to be made available.; (b) grant writing by administrators needs to be part of the leadership effort to meet the needs of LEP students; (c) an initiative to train administrators and school board members on grant writing needs to be implemented between universities, the Texas Education Agency, and the Service Centers.

Questions for future research might include the relationships of site-based decision-making and decision-making in school communities, and the impact of positive parental participation on bilingual education programs and student achievement.

MULTICULTURAL READINESS: ASSESSING YOUR READINESS FOR TEACHING IN CULTURALLY DIVERSE CLASSROOMS

Leslie J. Drummond and Landson Drummond
Tennessee State University

The notion of teacher readiness for today's classrooms requires that educators reflect what they must know about teaching before they can effectively reach all students. Although preparing and implementing carefully planned lessons is important, acquainting oneself with the cultural backgrounds of students is equally important. Developing cultural understandings is no longer a choice, it is central to the effectiveness of classroom teaching. Teaching without this multicultural readiness could result in offending students and losing them to even the most well-prepared lessons (Powell, Zehm, & Garcia, 1996).

Multicultural readiness should be addressed for several reasons: (a) shifting student populations, (b) shifting teacher populations, (c) unintended cultural bias, and (d) needs of local school districts. Today many communities that were once characterized as monocultural are now bicultural or multicultural. Teachers who lack skills for living with and teaching students from diverse cultural backgrounds risk perpetuating cultural bias, even if unintentionally (Contreras & Lee, 1990). Also important, educators must address this concept because local school districts need teachers who demonstrate a readiness for teaching in culturally diverse classrooms.

Multicultural readiness for teaching is an ongoing process and involves knowledge of cultural life-styles and strengths and practical information about multicultural classrooms. Teacher qualities for developing multicultural readiness include (a) alternative flexible teaching, (b) open-mindedness, (c) whole-heartedness, (d) responsibility, and (e) patience and perseverance. Research suggests at least five attributes that foster readiness for teaching in culturally diverse classrooms: (a) awareness of social and educational issues related to cultural diversity; (b) knowledge of theory and research about multicultural education; (c) understanding of how the interaction of culture, race, class, gender, and religion influences the educational values of students, their parents, and the community; (d) reflection on one's own teaching beliefs and practices; and (e) action classroom teaching based on awareness, knowledge, understanding, and reflection (Powell, Zehm, & Garcia, 1996).

What is multicultural readiness? Educators are still working on a clear definition of multicultural readiness. Although the concept lacks clarity, teachers must still develop awareness, knowledge, and understandings needed to deliver instruction effectively to culturally diverse classrooms.

GRADE VS. EDUCATION: BALANCING THE GOAL OF TODAY'S COLLEGE STUDENT

Randy R. James
University of Southwestern Louisiana

College students are becoming more and more complex. They are becoming more sensitive to cultural, ethnic, racial, gender, and religious differences and similarities in their own lives and in the lives of others. Thus, coupled with this student sensitivity, college instructors need to become more aware that these differences/similarities, in fact, do exist as well. Ultimateiy, a college education should reflect a knowledge and understanding of this vast pool of pluralism. However, in focusing on the goals and priorities of today's college student, there is much pressure on students to excel and do well in college. And much of the student success in college hinges upon the kinds of grades students receive while in college. Yet, grading is one of the most controversial topics in American education. From the elementary to the graduate level, most of the students' or teachers' lives revolve, directly or indirectly, around the grading system. However, are students learning? Are they really getting an education just because they make an A or B?

Usually good grades are associated with a good education. However, this is not always the case. It is possible for students to earn average grades in college and go on to become productive, viable, and successful citizens of their communities and the world. Yet, there are times when it seems that gray areas exist between grading and education. Nevertheless, teachers and colleges are vested with the power to define the formal learning experiences of students. When they use that power intelligently and humanely to promote genuine learning, they have more than the power granted by the law; they have authority or power that has been legitimized. Therefore, having this great power and an even greater task, college instructors must be concerned with education of the student and assisting the student in the process of self-discovery and self-identity.

UNITY VS. UNIFORMITY IN THE CANON OF PEDAGOGY

Ruth Ledbetter Galaz
Western New Mexico University

A workable balance between unity and uniformity has not been attained in U.S. schools. From the subject matter that is included in school and curricula to the language utilized in teaching and learning, uniformity continues to be the predominant characteristic of decisions made. Contradictions between professed democratic beliefs and schooling practices have not disturbed us sufficiently to deter periodic widespread surges in uniform approaches. Ironically, societal division continues to be reinforced by the undercurrent of conformity that has been constant.

Explanations vary for this historically and currently active phenomenon. Early national tendencies have been attributed to efforts to bring cohesiveness to a new nation. Movements throughout the Twentieth Century might be related to societal insecurity in times of national crisis. Perceived purposes for schooling offer further possible explanations.

Currently, the face of uniformity is exhibited in the growing provisions for standards-based schooling. Efforts to establish curricular standards and the related assessment of students, teachers, schools, and districts have become commonplace at all levels of the education profession. The impact on educational ideas is significant.

The challenge to educators committed to promoting acceptance of diversity has become enormous. Can beneficial degrees of unity and uniformity be balanced? Can acceptance of diversity be canonized? Struggles with standardizing trends suggest areas of possibility.

PROJECTING THE FUTURE OF DIVERSITY: CITIZENSHIP IN A GLOBAL CONTEXT

Thomas MacCalla and Jacque Caesar
National University

Projecting the future of diversity is about reaffirming a commitment to valuing differences in people and perspectives, and translating that concept in terms of fostering the spirit of citizenship and community in a global context. At National University, understanding human and cultural diversity is a precondition of academic quality that contributes to the completeness of one's education. This major theme of the University's NU 2000 Strategic Plan envisions the preparation of adult learners as responsible citizens and community leaders in an interdependent, pluralistic world community. The overall objective of the session is to demonstrate how to organize and implement such a strategic diversity direction throughout the university and engender an all-inclusive, interactive diversity process for global citizenship.

As we approach the next century, National University envisions taking its strategic diversity enhancement program to the next level by advancing a citizenship education process that perpetuates democratic ideals and provides new knowledge, skills, and attitudes to all of society's members. We want to enable those we serve to foster a spirit of citizenship that encourages collaboration for the common good, and intend to empower adult learners as citizens of a larger community that recognizes not only the legitimacy of cultural diversity and national loyalties, but also the need for a shared sense of belonging to a global neighborhood and information society. Essentially, the presentation is about renewing and maximizing human potential to develop healthy and productive communities in which everyone can participate fully. Our commitment to equal educational access, quality performance, interactive diversity, and community service is rooted in this spirit. The challenge is embodied in its efforts to establish a learning community of adults who value differences in people and perspectives and prepare citizen leaders who can function effectively in an interdependent, pluralistic community. A working definition of interactive diversity is presented and a conceptual framework for projecting the future of diversity as an integral part of National University's mission is discussed. Institutional strategies for bridging worlds of differences to foster a spirit of responsible global citizenship are explained. Such diversity initiatives as infusing multiculturalism throughout the curriculum through technology and institutional partnerships are discussed. The presentation concludes with an open forum on ways in which we can develop extended professional and institutional communities to enhance the pursuit of a global diversity vision.

BEYOND BEST PRACTICE STANDARDS FOR RECRUITING AND PREPARING TEACHERS FOR DIVERSE CLASSROOMS

Lloyd Newberry
Armstrong Atlantic State University.

Teacher education programs in the majority of state institutions in the South have historically attracted few minorities into the teaching profession. With an enrollment of seven percent minority, Armstrong Atlantic was typical of these institutions in 1993. During this year the faculty of the College of Education made a conscious effort to develop plans and procedures that would attract more minorities into teacher education, and to ensure their academic and classroom success. Additionally, and concomitant to this initiative, a curriculum would be developed that would track all teacher education students through a variety of diverse field experiences. To attract minority enrollment and ensure academic success, a faculty team was organized to develop proposals designed to solicit funds for preparing minority teachers capable of educating diverse populations. A number of proposals were developed over the 1994 year; three of them were funded. The three programs made possible by these grants were the Pathways to Teaching, the Troops to Teachers, and the Savannah State University-Armstrong Atlantic Collaborative.

The Pathways to Teaching Program selects talented applicants from minority paraprofessionals. Their tuition, books, materials, and tutors are paid from grant funds, and a collaborative arrangement was developed with the local Board of Education that allows them to attend college classes without loss of salary for their paraprofessional duties. The Troops to Teachers Program has now received five grants and has achieved such success that the University System of Georgia has assumed full and permanent funding. University advisors are placed on two adjacent military bases where individualized teacher education programs are planned for retiring military personnel. These programs allow credit for several areas of military instruction and experience. Many minority males with strong backgrounds in science, mathematics, computer science, geography, and foreign language have entered the program. The Savannah State-Armstrong Atlantic Collaborative places Armstrong teacher education faculty on the campus of Savannah State (SSU), a minority sister state institution in Savannah. Students are allowed to receive SSU degrees in a subject matter area, but may take their electives in education and receive teacher licensure upon completion of the program. This very successful collaborative venture is the result of comprehensive planning by two institutions intent on meeting the critical demand for minority teachers.

TEXAS WOMAN'S UNIVERSITY ACCESS AND EQUITY 2000 PLAN: A UNIVERSITY-WIDE STRATEGIC INITIATIVE

Rudy Rodríguez
Texas Woman's University

The Access and Equity Plan for improving minority participation in Texas higher education was created under the leadership of Governor Ann Richards in the fall of 1994. To honor its commitment to this statewide initiative, Texas Woman's University set its diversity agenda, conducted a self-study, envisioned new directions, and developed special diversity outreach projects to augment the process. The TWU President formed a broadly representative committee comprised of faculty, administrators, staff, students, and alumni to address the major goals of the diversity plan.

Covering September, 1994, through August, 2000, the TWU Access and Equity 2000 Plan has three broad goals which are directly aligned with the State's A&E initiatives:

To increase graduation rates for undergraduate Hispanic and African American students;

To increase the number of Hispanic and African American graduate school and professional school graduates; and,

To increase the number of Hispanic and African American faculty, administrators, and professional staff.

The presentation will focus on three key areas:

1. Approach used by the University to draw on its multiple resources in addressing the comprehensive plans for diversity;
2. Plans/program delivery systems that are currently in place to foster a receptive organizational climate for diversity; and
3. The institutional plan for enhancing the University's effectiveness in preparing students for a culturally diverse society.

Understanding the complexities of cultural and human diversity in higher education requires a proactive, total community enterprise. By examining, reflecting, envisioning, and continually assessing its strengths and areas of weakness throughout the University, TWU expects to attain its goals in a timely manner.

WORLDS APART AND DREAMS OF ONE

W. Maurice Shipley
The Ohio State University

So very much has been made of issues of diversity in academia. Offices have been created and monies allocated for a seemingly endless procession of meetings all geared toward developing methods by which universities might make more fertile the grounds on which to get faculty, staff, and students to both appreciate and promote the importance of diversity. But is the effort and necessary commitment there? Are we doing enough? Are we even doing the necessary things? And how do we translate initiative into concrete results?

While universities promote the diversity of their faculty, staff, and student populations, they rarely illustrate how that diversity manifests itself in either more substantive courses, more interchange between students, and better interaction between students, staff, and faculty. The fact is that unless issues of diversity are a part of the general curriculum and given a place (position) of importance by central administrators, our campuses and student bodies will always be worlds apart dreaming of a oneness which will never be realized. This presentation takes both a philosophical and practical approach to the issue of diversity and racial tolerance. Looking at both Jewish and Black American literature at the same time under a similar criteria of literary analysis, one can readily see the value of viewing one culture through the critical lens of another. Both are elevated to a point where students find more windows through which to view and come to an understanding of those cultures.

The fact is that the literature of any one culture is an attempt (by the writer/s) to not only evince a specific idea or issue, but to afford readers an opportunity to see the values of a culture, its hopes, dreams, and aspirations to place it (the respective culture) in the construct of world humanism. This presentation sets in place a philosophical model, then examines that model against the backdrop of a classroom. The central focus is on specificity in how to study two (or more) cultures simultaneously and elevate the levels of understanding for both. It is about making students and faculty active participants in shaping the kind of educational understanding which enables us to move closer to our dreams of one world.

INTEGRATING TECHNOLOGY IN ELEMENTARY SCHOOLS

Judith Luce
State University of New York, Brockport

Technology plays a major role in our lives today and we must integrate new learning about technology into our elementary school programs. In education, technology is more than the study of computers and their applications. It includes the integration of disciplines through activity-based learning about creative problem solving, critical thinking, and decision-making. Elementary school students first learn to use computers, then they use computers to learn.

Integrating technology into education requires strategic planning. An elementary school must design its technology program in alignment with a district-wide, long-range technology plan which articulates the district's philosophy and goals, expected learning outcomes, instructional design, assessment accomplishments, and estimate of yearly resources required. The plan should explain how technology will be integrated with and support existing curriculum within and across grade levels and subject areas.

Elementary schools must start early and help students acquire computer skills. They can arrange easy and equal access to computers by setting up one or more computer labs, efficient for introducing new computer skills; pods of computers in classrooms, where students can apply their skills in small groups or on an individual basis; and independent-use sites, where students can use a few more powerful, on-line computers.

Elementary school teachers need to integrate their teaching of new technological skills with the existing curriculum of traditional subjects by developing yearlong curriculum plans. Teachers need to rearrange the order of the units within subjects so that the units fitting over-arching themes are taught simultaneously and integrated units emerge. Integrating technology with existing curriculum makes the learning more meaningful and interesting for students. It encourages students to use technology as a tool to help them explore real-world issues, to define problems, and to construct solutions.

DISTANCE LEARNING FOR THE PROFESSIONAL DEVELOPMENT OF K-12 TEACHERS

Larry Perryman
Fresno Pacific University

Fresno Pacific University is a fully accredited, Christian liberal arts university located in the San Joaquin Valley in Central California. It has been selected in the top ten western regional liberal arts colleges by *U.S. News and World Report* on several occasions during this decade. The Fresno Pacific School of Professional Studies serves a distinct audience of practicing kindergarten through twelfth grade teachers and school administrators. The primary goal of the School is to meet the needs of the school districts and provide professional development opportunities that will benefit their teachers and the students they serve. Professional development courses are primarily designed for students who have baccalaureate degrees and appropriate teacher credentials. These non-degree units are post-baccalaureate which may also be used for professional advancement and certification.

The course offerings of the School of Professional Studies have been well received by K-12 educators throughout the United States. From its modest beginnings twenty years ago when teachers were taken on charter buses to tour California missions, it now enrolls over 12,000 educators a year in every state in the union. The School provides on-site, inservice instruction to school districts in the six counties in the southern San Joaquin Valley as well as over 100 distance learning courses to educators throughout the U.S. The latter are developed by well-respected K-12 practitioners in the field who are familiar with the challenges in California.

Professional development for teachers is usually delivered via a single recipe intended to satisfy all participants and all needs with one approach. With this lockstep approach, teachers often return to the classrooms unchanged. As a result, no fundamental changes have been made in the way teachers teach during this century. Educators must be allowed to select from a variety of professional development programs and approaches if real and lasting growth and change are to be achieved. Distance learning courseware presents a new delivery system for staff development which acknowledges the need for individualized professional growth, advancement, and certification.

A CONNECTED LEARNING COMMUNITY ACROSS CLASSROOMS WITH COOPERATIVE LEARNING

Denise Staudt
Our Lady of the Lake University, San Antonio, Texas

Electronic networks are unparalleled teaching tools, making research findings, educational materials, experts, and original sources available to any teacher and any student. By making the journey onto the Internet, teachers and students can break down the walls of classrooms and open up new worlds and unlimited information. Interpretation, discovery, and experimentation in the academic areas can be enormously quickened and expanded by electronic networks. Networks can facilitate scholarly collaboration, lowering barriers posed by geography and specialization.

Significant changes in teaching and learning must accompany the integration of telecommunication activities into teaching. The vision for the technology-supported classrooms is one in which groups work on long-term, multidisciplinary projects involving challenging content that is interesting and important with the support of telecommunication tools for collecting, analyzing, displaying, and communicating information. Making this vision a reality poses many challenges.

One teaching method central to my vision is a complex cooperative learning model known as the Group Investigation Model. The Group Investigation Model provides a teaching practice ideally adapted to my belief that classrooms should be communication centers for learning. Convinced of the potential worth of this teaching model combined with telecommunication, each semester the preservice teachers design global projects that use computer networking to provide the mechanism for developing cooperative learning among students in distant locations. The extension of the principles of cooperative learning into the classroom experience of teachers through computer networking across classrooms to improve teaching and learning will enable teachers and students to join with teachers and students throughout the world, working in teams to help solve real problems, to share cultural perspectives, and to learn from one another. The legitimacy of effectively combining a cooperative learning approach and telecommunications to enhance student learning is derived from the result of numerous empirical studies of both the Group Investigation Model and telecommunications. By using group investigation in concert with telecommunications, students will have a specific strategy to utilize while using technology. The synergism created by combining group investigation and telecommunication can change the way teachers teach students and students learn.

The Challenges of Preparing Bold and Innovative Leadership for the Future: Balancing Unity and Diversity in a Changing World

Dennie D. Butterfield
Brigham Young University, Provo, Utah

Traditional leadership preparation programs focus mostly on local, state, or federal programs. Meeting the demands and reality of the coming future global village and economy will require that university leadership preparation programs screen and select highly qualified applicants and provide an experiential mentoring and preparation approach that develop risk takers who go beyond traditional local, state, and national parameters. This session will present research relating to a leadership preparation program recognized nationally for its innovative approach to the development of outstanding educational leaders.

From a yearly pool of over 100 applicants, 12 to 16 candidates are selected through rigorous screening procedures. Successful applicants are involved in a demanding and exacting yearlong academic and mentoring program designed to provide real-life experiences as full-time school leaders in leadership positions at three levels (elementary, middle, or junior high and high school). These yearlong internships are served with carefully selected and highly trained mentor-principals. Receiving and attracting national recognition, the Leaders Preparation Program (LPP emphasizes writing skills, real life and futuristic scenario problem-solving situations, cohort groups, cooperative learning, and intense critiquing of intern leadership skills through daily assessment conferencing with mentor-principals and weekly peer group review and critique interactions). These experiences are geared to real-life problem-solving situations, participant decision-making skills enhanced by preparation, and connections with recognized leadership and futurist authorities from throughout the United States and Europe. Accurate assessment of personal leadership skills results in understanding and acceptance of personal strengths as well as areas required for self-improvement. These understandings lead to greater satisfaction, commitment, and success in the personal and professional lives of participants. Throughout the entire academic year, the LPP program emphasizes leadership skills that address the needs and concerns of the present and the future global village and economy.

FROM LOCAL TO GLOBAL: TRANSFORMING EDUCATION AT VIRGINIA TECH

Patrick W. Carlton
Virginia Tech

During the past two years Virginia Tech has been addressing strategies for strengthening the international component of the typical education received by undergraduate and graduate students. A number of successes have been realized to date, although this is clearly a work in progress.

As part of her vision for the next century, the University Provost recently said that Virginia Tech will "develop and implement the means to embed an international context into the university's curriculum so that every Virginia Tech graduate can understand the role and challenges of their future work in our interdependent world." This statement supports the model developed two years ago and now being employed to guide local internationalization efforts.

The seven components of the model are as follows: (a) adding additional international curricular content, (b) increasing student exchanges, (c) increasing the number of international students, (d) implementing faculty development and exchange opportunities, (e) utilizing informational and distance learning technology for international purposes, (f) collaborating with external international constituents within academe and within business and industry, and (g) and advancing and emphasizing international research and development.

The over-arching challenge for Tech is the creation of what Maurice Harari referred to as an international ethos on campus. A faculty with international commitment, striving to internationalize its course offerings, along with an institution-wide positive attitude toward understanding other cultures and societies and learning about the political and economic interdependencies of humankind can take this campus a long way toward the achievement of the goal. These ideas, along with a genuine desire to interact with representatives of other cultures and societies and a wish to understand major issues confronting mankind globally are also part of the successful equation. Where such a positive international awareness and commitment exist, the institutional ethos will be gradually transmuted. Virginia Tech has taken early steps along this road.

CHANGE IN PRINCIPAL ROLE AND JOB SATISFACTION DUE TO ORGANIZATIONAL CHANGE

Glen Earl and Beverly Neu
National University

Worldwide there is a growing demand for more and better community input in the education of our children. In response to this demand, the city of Los Angeles has created the Los Angeles Educational Alliance for Restructuring Now (LEARN). It is a community-generated vision of how to improve the education of children through a shared governance process with diverse stakeholders. Stakeholders come from education, business, government, religious, and social advocacy constituencies.

The presentation material is based on a preliminary review of the data from an extensive research study that focused upon the effect of this major organizational structure and culture change for one set of stakeholders, the site administrator (school principals and assistant principals). In accordance with the conference theme, we will discuss the challenges educators face as their job changes and as the environment around them changes; thus the nature of how they do their job is altered.

For schools that have adopted LEARN, the site administrator role has changed dramatically. LEARN shifted school governance to a local council made of up of principal, teachers, parents, and social and community advocates. Historically, principals had enormous unilateral organizational power to operate schools as they saw fit. Under LEARN, they must now govern collaboratively with the school council in overall strategic vision and daily operations.

The successes and failures, the challenges and demands of community based educational reforms, as seen through the lives of frontline administrators will be presented and reviewed. Additionally, how educators deal with their changing work environment and with their changing job roles will be discussed. Application to participants' situations will be discussed.

This has implications for educators globally as the structure and the delivery of education changes due to the demands of government, parents, and an ever-increasing diverse community.

THE ENGLISH TEACHING ASSISTANTSHIP PROGRAM IN JAPAN

Takahiko Hattori
Otsuma Women's University, Tokyo, Japan

English has played an important role in the modernization of Japan, but until recently, it was to a large extent the principal means of receiving information from advanced western countries, not of exchanging information. Even now, most of the English classes in secondary schools focus on reading and writing rather than speaking and listening. Many Japanese Teachers of English (JTEs) are very poor in the actual use of English and are not willing to change their ways of teaching, which is in many cases, the grammar/translation method. It is almost impossible for the JTEs who are poor in listening and speaking to teach communicative skills. In 1977, *Monbusho*, the Ministry of Education, Science and Culture in Japan initiated the *Monbusho* English Fellows (MEF) program, employing young Americans as Assistant English Teachers (AETs) to team-teach with JTEs in English classes. In 1978, *Monbusho* started the British English Teachers Scheme program employing young British Nationals. *Monbusho* negotiated with the *Gaimusho*, Ministry of Foreign Affairs and *Jichisho*, the Ministry of Home Affairs to jointly launch the Japan Exchange and Teaching (JET) program. In 1996, the number of participants in the JET program grew to 4,574. This presentation covers the history and aims of the English teaching assistantship program in Japan, principles of team-teaching, and team-teaching in practice. Effective team-teaching can lead to the development of cultural awareness and teaching of communicative English in the secondary school English classrooms in Japan.

THE CHALLENGES OF GLOBALIZING HIGHER EDUCATION IN A PAROCHIAL POLICY-MAKING ENVIRONMENT

Dan L. King
University of Wyoming

An analysis of policy development trends in American higher education demonstrates a generally increasing attention to and emphasis on globalizing the atmosphere and orientation of colleges and universities. Curricular aspects of this globalization include new and/or expanded degree requirements in world wide awareness and multiculturalism. Other aspects focus on student recruitment, diversity among faculty, and institutional fiscal policies which impact globalization initiatives.

Unfortunately, too many policy developments related to globalization of higher education appear to be driven by institutional self-interest. The recruitment of students is driven by a desire of policy-makers to attract non-taxpayer subsidized tuition dollars. Faculty diversity—while established as a policy goal—is inhibited by public demands (sometimes made by trustees or other higher education policy-makers) that faculty are more like rather than less like the student constituency which they serve. Finally, institutional fiscal policies related to globalizing colleges and universities are too frequently driven by localized economic development initiatives which serve the needs of the sponsoring governmental unit.

An analysis of policy decisions at the select group of state supported/sponsored/assisted colleges and universities indicates that institutional policies regarding globalizing are far less influenced by a value for diversity and more influenced by the opportunity for economic advantage. Responses of individual policy-makers to a survey on internationalizing higher education verify this perspective—that policy development on the internationalization of institutions is driven by pragmatic economic considerations rather than by high principled desires to reduce global differences.

ALTERNATIVE DELIVERY SYSTEMS FOR GRADUATE INTERNATIONAL PROGRAMS

John R. McCarthy
Illinois State University

In the late 1980s, politicians and American educators established American branch campuses in Japan and other oriental countries. The motivation for the Japanese politicians was to increase the number of Japanese who understood American culture and English. American universities were eager to develop links that would increase the number of foreign students on their home campuses in the United States. By 1994, eight of the 20 American universities with branch campuses in Japan closed. They included Texas A&M, Arizona State University, City Universities of New York, University of Nevada at Reno, and the University of West Florida. The American branch campuses failed because:

(1) the Ministry of Education of Japan refused to accredit them. Students were hesitant to attend unaccredited campuses and the campuses gained a reputation of where Japanese students went if Japanese universities rejected them.

(2) Japanese investors and even local governments financed the branch campuses. Soon after the campuses started, Japan's economy went into recession and fiscal resources became unavailable.

(3) The branch campuses simply did not attract enough students to make it economical.

To be successful, American and Japanese universities must work together to reduce indirect costs. To build a separate campus in either the United States or Japan for a new university makes no financial sense. There are several models of a university in the United States offering specific programs on an established campus in Thailand. Host institutions absorb most of the indirect and direct costs. If the program is successful, it continues; if it is a failure, the contractual relationship defaults without major loss of money or face to either institution.

GRADUATE PROGRAMS WITHOUT BORDERS

John R. McCarthy
Illinois State University

Illinois State University and the Federation of Private Educational Associations of Thailand developed a joint doctoral program in Educational Administration in Bangkok, Thailand over a seven year period. The admission standards for the Thai cohort group were the same for on-campus American students. Over 50 students applied for the program; the department accepted 28. Many had received bachelors or masters degrees in the United States. An additional admission requirement was that applicants be well placed in the educational structure of Thailand. All applicants accepted were in upper level administrative positions in educational institutions and considered too valuable to leave for the traditional American Ph.D. The program delivered 54 semester hours over a four year period.

Each course cycle consisted of five weeks where the students met together to read the various assignments and discuss the learning objectives of the course. At the end of this five week period, the American professor arrived in Thailand and lectured and worked with the students for another five weeks. Because of the size of the class (28), the professor met with two groups of 14 students three times a week. Contact hours exceeded 50 per course. Upon completion of lecturing, the professor returned to the United States. After completion of coursework, passing doctoral examinations, and maintaining a *B* average, students came to the United States for a year of residency. Over 98.6 percent of all members of the cohort group graduated with their Ph.D.s.

ADULTS AND GLOBAL LEARNING: OPENING UP TO A CHANGING WORLD

David Shallenberger and Susan McGury
De Paul University

Adult learners bring particular gifts and challenges to global education. Often returning to school at a time of personal transformation, they may be especially open to reframing and exploring; or they may, unlike their twenty year-old counterparts, arrive in the adult classroom with a fixed sense of personal and cultural identity. Adults tend to bring a variety of perspectives and insight from their professional and life experience; yet they (and their values) may have matured in a time of parochialism ("We don't need them") and ethnocentrism ("The U.S. is the richest, the mightiest country on earth"). Given such a range of student orientation, how do field directors of foreign study courses address the challenge of engaging adult students in significant global learning? How do we shape the foreign study experience into a vehicle through which adult learners can come to new understandings about themselves and the world around them? And how do we help students transfer the cross-cultural skills gained from foreign study to new and familiar contexts closer to home?

These questions and others will be explored in this participatory session in which a series of cross-cultural fluency competencies will be presented for discussion and application. Immersion in a foreign environment can dislodge unquestioned attitudes, behaviors, and judgments, often resulting in a profound internal reorganization and a transformed relationship to *otherness*. De Paul University's program for adults, builds on the ways in which our students' skill in creating a coherent world at home may assist them in the process of building a structure for themselves in the unfamiliar global context. By cultivating such cross-cultural skills as flexibility, creative problem-solving and negative capability, we encourage students in our *Societies in Transition* travel courses to take maximum advantage of the opportunities for personal, cultural, and ethical transformation that foreign study experiences so richly afford.

EARLY INTERVENTION IN THE UNITED STATES: CAN OUR EDUCATORS AND THERAPISTS MEET FAMILY AND CHILD NEEDS?

Gisele Ragusa
Pacific Oaks College

This presentation is designed to describe a program of continuing education created to meet the challenging needs that educators and other early intervention service providers have in learning to provide early intervention services in infants and toddlers with disabilities and their families. The objective for the presentation is to provide educational institutions particularly those in higher education, with concrete strategies related to ways that inservice continuing education can be provided for teachers and other human services personnel. The program described is currently being offered through the *cyberspace internet access* at a national level to people who are working in the early intervention field or who desire to work in the early intervention field who need training in effective ways to deliver early intervention services to infants and toddlers with disabilities in a family centered, family directed manner. The program was inspired by implementation of the Individuals with Disabilities Education Act (IDEA), Part H, and its prescribed need for educational institutions to provide inservice and preservice training to educators and other human service personnel in the early intervention field.

SUPERVISING CONSTRUCTIVIST CLASSROOMS AND TEAMS

Arthur Shapiro
University of South Florida

The primary goal is to generate administrative and supervisory strategies and practices that support structuring and developing theoretically based, constructivist classrooms and teams that work. This session first explores theoretically based models and strategies for creating the culture of public and private school and collegiate constructivist classrooms. Discussion will highlight key theoretical bases of constructivist components of classrooms, including motivation (Maslow), the value of small interactive groups as the primary instructional vehicle (Lewin, Thelen, George Herbert Mead), building norms and a culture (Kluckholn, Linton), and the social construction of reality (Berger & Luckman, George Herbert Mead). The instructional delivery system, including major curricular components (Bloom's Taxonomy, Tyler's rationale, experiential and interactional approaches) will be addressed, as will emergent curriculum models. Personality and learning styles (Geogorc) and nontraditional evaluation models will be discussed.

Next, we focus on constructivist administrative and supervisory strategies and structures which support constructivist classrooms and teams, including organizational valuing of such enterprises as curriculum steering councils; establishing task forces with timetables; the importance of constructive evaluation, collaboration, and teaming, and other creative organizational supportive structures and processes. In addition, Wilson, Byar, Shapiro, and Schell's analysis of the phases of supervisory thought in this Century will provide benchmarks against which to examine supervisory strategies and behavior. The format of the session will be constructivist.

TRAINING AND USING ADJUNCT TEACHERS AS TEACHER SUPPORT SPECIALISTS

Henry Brigham II and Yvonne Shaw
Paine College

Throughout the United States, many colleges and universities are facing the dilemma of having to provide adequate supervision or a support system for new teachers and student teachers about to embark into the profession. Research has shown (Leslie-Huling-Austin, 1988) the teaching profession is one of the few, if not the only profession in which beginners are expected to assume full responsibilities the first day on the job. In effect, we tend to give the ". . . hardest job to the least experienced . . ." (ASCD UPDATE, 1987). Paine College, a small, four-year liberal arts college in Augusta, Georgia, requires its teacher education majors to be fully certified (including having passed the Georgia Teacher Certification Test (TCT) before student-teaching or graduating.

New teachers do not enter the classroom for the first time as *fully formed* professionals. They vary greatly in the skills and life experiences they bring to the classroom. New teachers and student teachers often suffer from *reality shock* when faced with a classroom full of students. Many times they are often reluctant to seek help, relying on the *sink-or-swim* approach, unless they are required to do so. A report by Gray and Gray (1985) reported that unless they are required to do so, 92 percent of new teachers do not seek help except through informal sharing of experiences.

Due to a small staff and lack of time, Paine College has employed adjunct teachers to serve as college observers for student teachers, and mentors for first-year teachers (where necessary). These adjunct teachers are basically retired, knowledgeable, well-trained, and qualified individuals who have had training in serving as Teacher Support Specialists. They provide support and guidance to student teachers, beginning teachers, and in-school colleagues in peer coaching relationships. This presentation will elaborate and demonstrate the procedure and training for adjunct teachers for such purposes.

DIVERSITY AND THE ADULT LEARNER: NONTRADITIONAL APPROACHES

Doris Vaughn
Alabama State University

The traditional mission of our institutions has been to prepare our nation's students for equal and responsible citizenship and productive careers. While the traditional educational system may be right for many students, it is not the answer for every student.

The adult learner is becoming an increasingly prevalent presence in the classroom. Profiles of these nontraditional students indicate significant differences in needs, goals, and performance. They face the challenge of competing with the younger, more prepared student, amidst a storm of personal, educational, and social barriers. Specific problem areas identified for the adult learner include: motivation, family commitments, cost, distance, age, physical and educational limitations, scheduling, study time, and problems with completing graduation requirements.

Our culture has undergone a profound transformation that reflects the need for higher levels of educational attainment. The Census Bureau's *Current Population Reports* indicated that the educational level of the adult population continued to rise in 1995 to an 81.7 percent high school completion for all adults age 25 and older. Additional data, related to the nontraditional adult student in the college classroom, introduces findings that support this population as a *special needs group*, with unique characteristics which require special assistance; thus, the author's development and implementation of nontraditional approaches to provide special assistance. One program, *Career and Life Planning Seminars*, provided a 36 hour intensive academic assessment and career exploration experience for adults facing employment termination (closure of corporation). Over 2,000 employees were trained over five years for appropriate academic career options. The *Educational Opportunity Center Program* provided 5,000 adults with assistance over a three-year period. In addition to providing assistance with admissions and financial aid requirements, clients are provided study skills, educational and vocational planning, interest inventories, and personal educational counseling. Both programs have witnessed enormous success for the adult learner's transformation into a global educational environment.

ACADEMY HIGH SCHOOL: A HIGH SCHOOL WITHIN A UNIVERSITY

Billy Bowman, Carlos Cruz, Thomas Driver, and Deanna Nekovei
Texas A & M University, Kingsville

The Academy High School is a collaborative program of local school districts, Santa Gertrudis and Driscoll and Texas A&M University-Kingsville (TAMUK). TAMUK provides a classroom and laboratory space and office facilities for the high school. The Academy High School program has an advisory board composed of two representatives of each district' s Boards of Trustees, both Superintendents, and the Dean of the College of Education and Vice President of Texas A&M University- Kingsville. The program is beginning its fourth year of operation with the first seniors to graduate in June 1998. The students come from the six area districts and include both tuition free and tuition paying students. Academy High School is fully accredited by the Texas Education Agency and has had accreditation visits each year of its three years of operation. In its fourth year of operation, Academy High School has a zero dropout rate.

The Academy High School is a restructured secondary program utilizing portfolio assessment, student led parent conference assessment, self-paced curriculum, year round schools calendar, GPA assessment system (rather than numerical grades), and incorporation of technology in the instructional program. It was approved in 1994 by the Texas Education Agency as a restructured high school program.

The Academy High School is designated as a laboratory for the College of Education, TAMUK for undergraduate and graduate students, and is recognized statewide as a model for teacher education institutions to use in the development of laboratory schools and field-based sites and courses for teacher training restructuring efforts. The program has developed and utilizes nontraditional assessments and scheduling, self-paced curriculum and proficiency-based learning, with extensive use of technology in teaching and learning. The program has developed and implemented several new innovative programs utilizing technology. One such program, is the computer technology program, in which students learn to build computers and install network systems. The students have the opportunity to become entrepreneurs and market their student-made computers. A Board of Directors oversees the business entrepreneurship facet of this program.

In addition students attending Academy High School have the opportunity through agreement with Texas A&M University - Kingsville to take college level courses, beginning their freshman year of high school, if they score a 21 or higher on the ACT. Agreements with Bee County Junior College allow students to take junior college courses in several different areas.

Academy High School is a school of choice for those that qualify. The school affords students an environment where learning takes place. Students have the flexibility to take courses at their own pace and to continue on to the university level. The vision and mission of the university and other administrative levels is to do what is right for the students first.

ENVIRONMENTAL EDUCATION: A DIFFERENT APPROACH

Doris Yates, Joan Davenport, and Lettie Ramirez-Lopez
California State University, Hayward, Contra Costa Campus

This study examines the effect of environmental education, including the behaviors of the facilitators of experiential learning (faculty) upon students' perceptions of attitudes regarding issues of tolerance, ethnicity, race, and culture. An opinion survey was distributed to students from a variety of disciplines from California State University, Hayward, with the population including undergraduate and graduate students from the Hayward campus, and graduate students from the Contra Costa campus, which is approximately 35 miles from the Hayward campus. The questionnaire included sections relating to the academic environment, the community, and faculty behaviors.

The focus of this research was to find out if there is a correlation among the experiential nature of environmental education, faculty attitudes, and students' perceptions relating to issues of tolerance, ethnicity, race, and culture. Does having shared objectives in one area such as environmental education help to overcome differences in other areas? Does experiential learning help students to feel that access to opportunities for success is increased? What role does the learning environment play regarding student perceptions? What role do faculty behaviors play in the formulation of student attitudes?

The study concludes with a summary and analysis of the results of the survey as well as a discussion of how this type of learning might enhance positive behaviors among faculty and students. Suggestions for modifying the learning environment and for using a variety of teaching techniques to optimize the potential for higher tolerance levels and increased appreciation for diversity are included.

TEACHING INTERCONNECTEDNESS THROUGH HIGH SCHOOL SOCIAL STUDIES

Edward A. Sullivan
Providence College

The overall objective of this presentation is that participants, after attending this session, will be able to develop units to demonstrate the interconnectedness of the world for their own classes. The focus of this interactive presentation will be on the ways teachers can work together with their students to demonstrate the interconnectedness of the world and the shared responsibilities each of us has to improve conditions affecting the quality of our life and the lives of others. This interconnectedness will be examined at a local, national, and international level and practical applications will be presented and developed to illustrate this concept. Service projects such as *Habitat for Humanity* will be examined with the intent of showing how such service projects can become an integral part of a social studies course.

The multiethnic makeup of student populations makes it easier to relate to global issues in social studies classes. This is done through an analysis of political systems with the aim that knowledge of such systems allows one to bring about changes in the political system.

The use of the Internet to develop an awareness of our proximity to each other as well as ways to use the Internet to communicate with and better understand other cultures will be shown. The emphasis will be on practical hands-on approaches that both teachers and students in social studies classes can take to draw us together locally, regionally, nationally, and internationally.

VALLEJO AND THE FOUR FLAGS: A MULTINATIONAL ANALYSIS OF THE EARLY HISTORY OF CALIFORNIA, 1818 TO 1882.

Nena Torrez
California State University, San Bernardino

A framework will be presented and demonstrated on how to utilize historical fiction to teach the social sciences, specifically history, geography, sociology, and economics. A multinational approach will be emphasized to study a location, within a particular time frame, grounding the examination of historical facts in a global context. This multifaceted method of examining a historical context will provide a more comprehensive analysis of the events and circumstances as they evolved.

This presentation will use the historical novel *Vallejo and the Four Flags*, which is available in both English and Spanish, to demonstrate the framework and analysis techniques. The particular historical context was chosen because the study of California history during this time frame is a state-mandated focus for the fourth grade California social studies curriculum.

This approach will guide the learner from a local/regional study to an understanding of the interactive nature of global/international influences and movements. While the book provides a historical context that is excellent for demonstrating the framework, it is also an ideal vehicle for illustrating how the traditional ways of teaching social sciences from a strictly local perspective are colored by the views of the victors/conquerors, which are often ethnocentric and limited in focus. The analytical framework can be easily employed to teach and learn about other historical contexts from varying global perspectives. A focus of the presentation will be how to utilize this approach to inform learning from a global perspective throughout the varying times and locations that are the core of the social sciences.

ECONOMICS AND THE QUALITY OF LIFE

Doris D. Yates
California State University, Hayward

The presentation will focus on economics and how it impacts the quality of life. As we move toward the 21st Century it will become important for businesses, society, and individuals to examine how the economics, especially of technology, will affect the productivity of workers and the overall quality of life.

Emphasis will be placed on the economic benefits of leisure activities and consequences, the environmental benefits regarding technology, and the life support/quality of life benefits. Examination of *high tech versus high touch* and the impact on business productivity, societal, and individual wellness.

A brief summary of wellness models will be provided as a foundation for discussion of productivity of workers and the quality of work and non work life as we move toward the 21st Century.

THE DEVELOPMENT OF A MASTER'S DEGREE IN SPECIAL EDUCATION AS AN EXAMPLE OF INTERNATIONAL COOPERATION AMONG UNIVERSITIES

Marco Antonio Villa
Universidad Autonoma de Baja California

This paper is a progress report on the master's degree in special education at the Universidad Autonoma de Baja California (UABC) that was developed in collaboration with faculty at California State University, San Bemardino (CSUSB). It is the result of an agreement developed between the two universities in 1993 that began with an exchange of students majoring in education In 1994 master's degree in special education was offered by CSUSB to UABC faculty and SEP (Public Education Secretary). The report of this degree was presented by Stanley L. Swartz, Francisco Hidalgo, Jesus Galaz and Marco Antonio Villa, at the 1995 International Congress in Cancun, Quintana Roo, Mexico. An update of this work was presented by Stanley L. Swartz, Marco A. Villa, Francisco Hidalgo, and Adria Klein at the 1996 International Congress in Aruba.

As a result of this five year capacity building program, UABC initiated its own master's degree beginning in 1997. Because the Mexican faculty now have the master's degree, the relationship between CSUSB and UABC has changed to academic collaboration to offer courses with the participation of both Universities, for example: in November of 1996, both universities offered a course to 30 teachers of special education in Mexican, BC; the topic was early intervention for reading disabilities and was taught by Dr. Stanley Swartz with the collaboration of CSUSB and UABC, and in 1997 courses in the diagnosis and treatment of autistic children were offered at the UABC Mexicali and Ensenada campuses by Dr. Swartz, Marco A. Villa, Lilia Lopez, and Esther Vasquez.

The aim of this collaborative master's degree program is to improve the quality and diversification of programs in Special education, with the purpose of assessing the needs and requirements in this field, and promoting new ways of investigation among universities of different counties This master's degree program will increase the quality of performance of the people in charge of helping groups who need special attention and education It will also encourage research in the different areas of special education which will promote the interactions among universities, government departments, and private institutions who need to prepare professionals to help handicapped people.

Specific objectives of the program include: to develop analytical and critical attitudes in psychology of learning, to emphasize communication skills, to study children with disabilities and the psychology of disability, and to promote research in the area of special education The research agenda will focus on the behavior modification of self-aggression in children, autism, psychophysiology, and the philosophy of academic administration and program development an agreement is in progress to expand this collaboration between UABC and CSUSB to La Universidad de la Habana in 1998.

Carlos Cruz, Texas A&M University, Kingsville assisted as a translator during this session.

Training Hispanic Parents to Work with Their Children with Severe Mental Retardation

Mary G. Curtis
University of Texas at Brownsville

Few resources are available to parents of children with severe mental retardation. Even fewer are available in Spanish. This teaching video (currently in progress) is aimed at parents who must work with their children for many years after the mandatory public education has ended. It is also of interest to new teachers of students with severe mental retardation. A variety of techniques are demonstrated in the video. Viewers will see total communication using pictures, signing, and verbalizations to encourage a noncommunicative child to interact with others. Viewers will also see an autistic child become more cooperative when facial screening, a form of time out, is implemented. Forward chaining and overlearning are demonstrated to teach self-help skills (e.g., brushing teeth) to a teenager. This video will help parents and other interested persons in identifying target behaviors and in matching the appropriate technique to that behavior. Traditional behavior management techniques will be explained (e.g., positive reinforcement, time out, and punishment). This video will eventually be available in both English and Spanish.

SECTION 504 OF THE REHABILITATION ACT: IMPLICATIONS FOR REGULAR EDUCATION PROGRAMMING AND PLACEMENT

Stephen E. Trotter
University of the Pacific

The current litigious nature of parents and students who view the school not as a vested partner, but rather as an adversary, has been provided a well-muscled cohort in Section 504. The 1986 amendment of EHA and the widening of recourse via the removal of the exclusivity doctrine as it applies to IDEA has allowed parents to bring full force on the federal government *vis a vis* the Office of Civil Rights (OCR) to bear on the educational establishment. Section 504, while providing no funding to schools for programming or architectural modification, nonetheless is able to investigate allegations and levy heavy penalties should their behaviors be deemed discriminatory. The latitude available in the areas of evaluation and legal cost recovery provides a potential problematic environment for collaboration between parents and schools.

The difference in the area of assessment and support documentation between IDEA and Section 504 seem particularly troublesome. This lack of documentation is highlighted by the current ADHD qualification process outlined by Section 504. In the past, IDEA has required documentation and professional assessment for the provision of appropriate service patterns and modifications of regular education environments. The author has seen a number of parents force a willingness to bypass the protected processes of IDEA to move directly to the potential punitive Section 504 compliance complaint. In addition, it appears that a number of districts appear naive in regard to their responsibilities regarding Section 504.

The author has found this endemic in private and public schools and universities. In addition, Section 504 carries a number of implications for school districts and universities in their fair employment practices as it relates to employees with disabilities. Individuals who attend the session will be provided with highlights of Section 504 as it applies to educational practice. In addition, distinctions and similarities will be drawn between IDEA and Section 504.

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in a Changing world

Costa Rica Marriott Hotel
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STUDENT VOICES ON READING PREFERENCES: WE GOT GOOSEBUMPS

Sandy Alber
Oakland University
Adnan Salhi
Dearborn Schools

This study investigated self-reported reading preferences of high school and elementary school students. The 57 elementary school students in this study were enrolled in grades 3, 4 and 5 in a large urban school. The 46 high school students in the study attended a large suburban high school adjacent to the city. In both settings, students from ethnic minorities were the norm.

Students responded in writing to the following questions: 1.) What reading(s) interests you more than others? 2.) What is your favorite book or reading material? Student responses were read and sorted by multiple readers. Finally, the percentage of responses in each category was calculated by school level. School level was defined as elementary or high school in this study.

Elementary level students identified 17 unique categories of reading interests, while high school students identified 13 unique categories. Both high school and elementary students reported fiction as their favorite kind of reading. The favorite kind of fiction by both groups was suspense stories. R. L. Stine's Goosebump books were the most frequently mentioned titles in both levels. Twenty-six per cent (26%) of high school students reported nonfiction as their reading preference and 27% of elementary students agreed. Differences in preferences were found in elementary students' preferences for humor and poetry readings as well as high school students' preferences for reading periodicals.

LANGUAGE DEVELOPMENT AND LITERACY LEARNING: EFFECTIVE CLASSROOM INTERVENTIONS

Adria F. Klein
California State University, San Bernardino

The importance of intervention for primary grade children as literacy learners is well grounded in research. The use of classroom interventions is also important for teachers of readers and writers of diverse backgrounds at all grade levels. This session will assist teachers in their understanding of ways to provide intervention which is most supportive of learning effective reading strategies in the classroom. The following early intervention concepts form the basis of a discussion of classroom interventions.

EARLY INTERVENTION CONCEPTS

1. Based on a theory of reading that emphasizes a balanced curriculum in reading acquisition.
2. Reading and writing behaviors are thoroughly diagnosed.
3. Diagnosis is on-going and is part of instruction.
4. Provides children with more time to learn necessary reading strategies.
5. Students are taught to be aware of the strategies used in reading, more than item teaching.
6. Students read real literature and connected text of various types.
7. All modalities are emphasized; sources of information are integrated in problem solving.
8. The interconnectedness of reading and writing is a focus.
9. Teachers use methods identified as being characteristic of highly effective teachers.

(Adapted from Opitz, M. Hypothesizing about Reading Recovery, Reading Horizons, 6/91.)

Classroom interventions differ from a one on one tutoring focus of early intervention. Four areas need to be considered in this discussion and they are listed below:

- Familiar Routines within Lessons
- Short, Focused Lessons
- Daily Contact or in a Consistent Pattern
- Close Supervision/Observation of Tasks
- Learning Linked to Other Classroom Activities and Transfer Emphasized

Intervention-->Remediation

- Implemented Prior to Pattern of Failure
- Supplemental Help/More Minutes of Reading
- Student Specific Rather Than Programmatic
- Most Powerful Teaching of Strategies
- Focus on the Individual Student
    - Rate/Pace of Instruction
    - Specifically Planned Tasks
    - Individualized Instruction
- One to One or Small Group Instruction

Intervention-->Remediation Strategies

- High Interest Fiction and Nonfiction Books
- Leveled Texts In Primary Grades/Readability/Lexiles in Intermediate Grades
- Instructional Planning Based on Diagnosis
- Student Cognitive Awareness of Strategies and Engagement in Meaningful Tasks
- Focus on Relationship Between Reading and Writing in Decoding, Word Attack, Spelling and Comprehension
- Flexibility, Fluency and Transfer
- Extra Support to Learn Needed Strategies

Intervention-->Remediation
Areas for Diagnostic Tools

- Oral Language and Vocabulary
- Phonological Awareness
- Phonics, Word Attack and Structure
- Reading Comprehension
- Fluency in Reading and Writing
- Extended Experiences in Content Areas

A SOCIAL CONSTRUCTIVIST MODEL THAT ENHANCES LITERACY DEVELOPMENT: IMPLICATIONS FOR TEACHERS

Rock Moore
National University

It has been assumed that effective teaching is judged by how well students learn. Therefore, the teachers' role is crucial in multiplying learning opportunities for all students, especially in culturally diverse settings. One way to ensure success for all students is through teaching from multiple perspectives and celebrating diversity and its educational implications. Since the learners' cultural and linguistic characteristics have a significant impact on the way students learn, teachers must be cognizant of the uniqueness of learning strategies necessary for diverse student populations.

Teachers need to adapt and implement a learning environment congruent with the different needs and experiences of the students. If teachers are to promote global and multicultural perspectives in their teaching, they need to develop adaptive plans of instruction and content delivery. Teachers can work with students and collaborate with other educators in a variety of ways to create a communal school culture. Apart from the teacher's role in maximizing learning in diverse settings, the authentic voices of diverse student populations should be the axiom upon which reflection, dialogue, and action in academic institutions are based. To do so, curriculum and teaching should be deeply rooted in and keenly linked to the students' experiences and needs.

Among the most effective ways to achieve the balance between students' needs and pedagogy is to center the curriculum around the unique culture of all students as they connect to the broader society. In order to make classrooms laboratories for a more just society, implementing diversity in the curriculum and teaching must be a daily ritual. A social constructivist model for teaching is a responsive pedagogy that utilizes the students' uniqueness, perspectives, and understanding as a foundation to appropriate new knowledge. This presentation offers pedagogical guidelines for teachers to be more effective with all students in an interactive classroom setting.

A STAFF DEVELOPMENT MODEL FOR ELEMENTARY SCHOOL TEACHERS IN THE UNITED STATES AND MEXICO

Stanley L. Swartz
California State University, San Bernardino
Rebecca E. Shook
California Early Literacy Learning

California Early Literacy Learning (Swartz & Shook, 1994; Swartz, Shook & Klein, 1998) is a staff development program designed to support elementary teachers in their efforts to strengthen their teaching of reading and writing. The California Early Literacy Learning (CELL) training model is a peer coaching approach to helping teachers learn how to use a framework of teaching activities effectively in their classrooms and how to integrate the individual elements of this framework into an overall system of classroom instruction. CELL is also used as a school change program that supports team building and school restructuring.

To ensure schoolwide support for CELL, a School-Based Planning Team (principal, reading specialist, special education teacher, and one teacher from each grade level) participates in a year long series of school change planning activities and training in the elements of the framework. The teachers from each team receive initial training in the teaching methodologies and begin implementation of this framework immediately after the first session. They receive feedback regarding their efforts at each subsequent session. This format allows a school to begin partial implementation of CELL and develop a resource for observation, demonstration, and support of the project.

In the second phase of the CELL project, a Literacy Coordinator is trained to serve as a school-based staff developer who supports the implementation of the framework. The Literacy Coordinator continues to work halftime as a classroom teacher and is released halftime to support CELL implementation. This individual has no supervisory responsibility, but rather serves as a coach and mentor to colleagues on the instructional team. One of the major strengths of the CELL training model is the effectiveness of peer coaching. The Literacy Coordinators use their own classrooms for demonstration opportunities for their colleagues.

The CELL model is designed to make elementary schools self-sustaining through the training of Literacy Coordinators who can provide school development and peer coaching to teachers in their own school. This capacity-building model has been found to support long-term change in participating schools.

Research from schools using the California Early Literacy Learning model has analyzed student achievement gains in reading, writing and mathematics, and referral rates to special education. CELL implementation is extensive in California and Wyoming, trainings are supported in Texas, Hawaii, Arizona, Colorado, Nevada, and Montana, and CELL has developed partnerships with the Instituto Pedagogico Auditivo Oral in Mexicali, Baja California and the Educacion para el Desarrollo Humano, A.C. in Mexico City, D.F. A preliminary exchange has been initiated with Universidad de La Habana.

QUALITY OF LIFE IN THE NEW MILLENNIUM: WHAT DOES THE FUTURE HOLD?

Doris Yates
California State University, Hayward

As we prepare for the 21st century the quality of life will be affected. Areas of impact will include communications within families, between and among youth, intellectual/literacy levels, physical fitness and wellness, virtual reality vs. actual reality, and technology.

Communications will be impacted as we rely more on computers, the Internet, cell phones, e-mail, and the fax to deliver messages, even from one room to another in the same household. Reliance on technology is being felt not only in the family, but in the courts as well. Cases are being heard where parents and/or spouses are charged with neglect due to their "affairs" with computers.

As the news continues to fill with school room/yard rage it may be time to revert to basics in the schools where classes like wood shop, auto mechanics, and other "shop"/creative arts classes along with physical education are mandatory parts of the regular curricula offerings. The institution of these courses can afford students an outlet for the exuberant energy that needs to be expelled. This may help reduce the rising incidence of youth violence.

Technology in the schools can be seen as a hindrance. Students are being introduced to computers too early. For example, a group of high school students (27) were given an exercise to complete which included tallying scores. At least half of the students pulled out a calculator to total their points. This is a sure sign that some of the basic critical thinking and problem solving skills are lacking in our youth.

If the "high tech" and "computer potato syndrome is continued and we become further removed from "high touch" the quality of life in the new millennium will be virtual reality vs. actual reality.

THE HIGH SCOPE CURRICULUM IN MEXICO

Roberto Barocio Quijano
Instituto High Scope de Mexico

El Curriculum de High Scope, fue originalmente desarrollado por la Fundación de Investigaciones Educativas High Scope, como parte del movimiento de educación compensatoria de los años sesenta en los Estados Unidos. La propuesta educativa ha sido reestructurándose a través de los años, hasta alcanzar su versión actual, la cual se describe en el libro "Educating Young Children" (Hohmann y Weikart, 1996).

El Curriculum de High Scope es un programa educativo innovador para los niños preescolares, que pretende hacer realidad una serie de implicaciones pedagógicas que pueden derivarse de la teoría del desarrollo intelectual de Jean Piaget. Su preocupación central es crear un programa educativo que sea válido en términos de desarrollo, es decir, que ejercite y desafíe las capacidades que surgen en una determinada etapa del desarrollo; que estimule y ayude al niño a desarollar su patrón distintivo de intereses y talentos a largo plazo; y que presente la experiencia de aprendizaje cuando el alumno se encuentre evolutivamente en mejores condiciones para dominar, generalizar y retener lo que aprende, asi como de relacionarlo con las experiencias previas y las experiencias futuras.

En México, el Curriculum de High Scope fue adaptado, aplicado y evaluado a través de un proyecto de investigación que se ilevó a cabo en el Jardín de Niños "Anton S. Makarenko", de Septiembre de 1983 a Junio de 1988. Los resultados de esta investigación han sido ya reportadas en diversas fuentes. (Véase por ejemplo Barocio, Espría y García, 1988a y 1988b). Asimismo, como producto del trabajo realizado se han conducido otras investigaciones (Barocio, García, Rojas y Alatorre, 1991) y diversas acciones de difusión (Barocio, 1996).

Los niños que tuvieron acceso al Curriculum de High Scope, en comparación con un grupo control, obtienen mejores puntajes en cuanto a su desarollo cognitivo, del lenguaje y social, y muestranuna tendencia a mejorar su rendimiento académico a medida que avanzan en la educación primaria (Barocio, García, Rojas y Alatorre, 1991).

Comparados con niños que asisten a un jardín oficial, los del Curriculum de High Scope mostraron mejor ejecución y major independencia para resolver problemas (Rojas, Drummond y Alatorre, 1994). Además, "... los análisis cualitativos de las interacciones de las maestras y los niños demostraron que las del Curriculum de High Scope, en comparación con las maestras del Curriculum oficial...fomentaban más la independencia en los niños, proporcionaban un mejor andamiaje ajustado a las necesidades de sus alumnos y se enfocaban tanto en los procesos como en los productos del aprendizaje..." (Rojas, Drummond, 1995, p.4).

Comparados con niños de un jardín oficial, los niños que tuvieron acceso al Curriculum de High Scope y a una intervención dirigida a promover la construcción del concepto de número, mostraron una mejor ejecución en los instrumentos que se usaron para evaluar el desarrollo de pensamiento matemático (Barocio, 1993a).

CREATING AN INTERNATIONAL SCHOOL: ESCUELA INTERNACIONAL VALLE DEL SOL (EIVAS)

Owen Dailey
Escuela Internacional Valle del Sol (EIVAS)
Mary Curtis
University of Texas at Brownsville

This session will explore the successes and challenges of starting a private school in Costa Rica. La Escuela Internacional Valle del Sol (EIVAS) was founded in 1994 with the intention of developing a unique curriculum and an alternative to public school education. Key aspects of the curriculum include dual language instruction (Spanish and English) for all children, an emphasis on the multiple intelligences that we all possess, and teaching and modeling of the cooperation, collaboration, and community responsibility which we all share. Other aspects of the EIVAS program (e.g., parental involvement, student enrollment, teacher retention, etc.) will also be addressed.

INSTITUTIONAL BARRIERS FACING CULTURALLY DIVERSE STUDENTS

Helen Anderson-Cruz and Sydney Brooks Blake
National University

The purpose of this study was to investigate the effectiveness of a program at a private university in preparing culturally diverse students to enter the teaching profession.

PRODUCING CULTURALLY PROFICIENT ADMINISTRATORS

Angela Louque and Reyes Quezada
University of Redlands

The concern of a shortage of culturally competent administrators has grown out of an increasing awareness of the demographic changes underway in the American population. Racial confrontations in schools must be addressed by administrators who are perceived as culturally proficient.

As we prepare undergraduate and graduate students to become California teachers and administrators, we are committed to making sure our adult learners are sufficiently prepared to work in ethnically, culturally, and linguistically diverse settings. Higher education must prepare them to be willing to: work with diverse faculty, staff, administrators, students, and parents; assess institutions (culturally) and produce culturally proficient people.

The Cultural Proficiency model provides individuals and institutions with a framework for systemic change in reflecting on an individual's values and behaviors, along with analyzing the policies and practices of an institution. For these reasons, we feel that it is pertinent that faculty/institutions be more skilled and self-reflective in recognizing their own behavior using the essential elements of cultural proficiency along with the range of the cultural proficiency continuum.

The continuum provides six points with cultural destructiveness as the most negative point and cultural proficiency as the optimal point. By taking a look at the behaviors based on research and personal experiences, mini-scenarios will be presented which will allow for reflective analyzing of beliefs/actions/policies set by an individual and/or an institution.

AFRICAN AMERICAN PRESCHOOLERS: POTENTIAL AND PREPARATION FOR SUCCESS

Pauline Holloway
Oklahoma State University
Wanda Johnson and Charolette Myles-Nixon
University of Central Oklahoma

The focus of this research is on African American public school preschoolers (four-year-olds), and their potential and preparation for success in kindergarten, leading eventually to success in life. There are many African American preschoolers who are developmentally delayed or merely at risk, and have difficulty organizing their sensory and motor systems in ways that allow for successful interaction with objects and people. Accuracy in identification, differentiation and intervention are pertinent in the quest to encourage and foster and when needed, intervene for maximum potential and preparation. This study expands the current focus on purely cognitive developmental domains of readiness, to include the areas of socialization and behavior.

Early screening elements designed to assess preschoolers vary widely and have been misleading or have failed to discriminate between behaviors that are culturally acceptable, or have failed to accurately predict unreadiness for formal school, due to social/emotional problems. "Normal progression" in four-year-olds has long been a comparative developmental issue with parents and educators alike. However, when criteria used to critique development is culturally determined, there is great danger of inaccuracy in interpretation of behaviors. A screening device containing items sensitive to culture was designed to ensure a more accurate differentiation between behaviors indicative of an acceptable difference, and those that require intervention. Screening criteria containing eight categories is utilized during free or structured play.

Children communicate through play because their feelings are often inaccessible at a verbal level. Of the 24 children included in the study, nine were identified as in need of intervention. Direct Play Therapy was used as an intervention, attempting to maximize the potential of children diagnosed or suspected of cognitive, social and emotional deficits. A significant increase is noted in children receiving direct therapy intervention.

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TECHNOLOGY USE IN A DIVERSE NONTRADITIONAL UNIVERSITY AND FACTORS WHICH PROMOTED TECHNOLOGICAL IMPLEMENTATION

Sydney Brooks Blake and J.G. Alston
National University

This study was conducted to establish the extent of technology use in a nontraditional university with a diverse population of adult learners. Further, this study examined the factors related to the implementation of technology into the classroom.

The study utilized a qualitative, field research analysis approach, which focused on the collection of data measuring perceptions of classroom teachers on nine factors that have been identified as promoting the implementation of technology in educational settings and the level of technology usage for instructional purposes. A survey instrument, the San Diego Technology Implementation Survey, was developed by adapting items from the San Jose Education Evaluation Survey developed by Vinson (1996). This study examined the extent of technology implementation in regular adult learner classrooms in fourteen regional learning centers located throughout California.

The majority of the teachers surveyed (54%) had access to computers in the classroom from two - five years, although only 42% reported using computers for instructional purposes during the same time period. Further analyses indicated that many technology tools remained unused by teachers, and subsequently by students. Finally, there was a positive and significant relationship between teacher use of technology tools and characteristics of the physical environment and the local support environment ($p =< .05$).

Technology use in a nontraditional university was found to be related to governmental reforms, administrative leadership, integrative simplicity and technological availability. Further, implementation of technology into the classroom was promoted by the availability of social networks within the varied learning centers which provided a communications and support system for the teachers.

GLOBAL EDUCATION FOR THE GLOBAL FUTURE: TEACHING GLOBAL STUDIES ON THE WORLD WIDE WEB

Mary Elizabeth Shutler and Alex Zukas
National University

This presentation explains how to design and deliver a curriculum for a global studies program offered over the Internet. Based on our experience in this area of distance learning, the focus of the presentation will be on teaching global education on a global scale and the problems and benefits of teaching it on the World Wide Web. The goal of the talk is to educate college administrators and teachers who are interested in implementing a virtual classroom at their universities and colleges. Solutions to problems that have been encountered by us and the suitability of different curricular models will be discussed.

The Global Studies major at National University is interdisciplinary, multicultural, and involves the extensive use of electronic media and resources of the Internet. The Internet allows students to experience the differences and commonalities among the world's peoples for themselves and to discuss issues with people who come from other areas of the world. Some of the benefits of the virtual classroom are the diverse student population which enrolls for the classroom from all over the world and students' written responses to questions and in discussion are carefully thought out. In addition, a classroom without walls allows for greater access than geographically stationary classrooms, the Internet provides a wide range of resources for teaching and learning which can be accessed at the press of a key, and it appeals to diverse learning styles, allows students with unusual schedules or demands on their time to be involved in the coursework at any time of the day or night, and promotes critical pedagogy and learning.

There are some drawbacks to on-line teaching. These include access (low-income individuals who do not have computers available to them), server reliability, large investments in technical infrastructure and personnel, continuous training of faculty in computer technology, issues of copyright, the amount of time it takes to read and post items on the Web, among others. The presenters will offer some creative solutions to these and other problems during their talk. There will be time for questions and discussion with participants.

ECO-LINKS: BUILDING COMMUNITY AROUND GLOBAL ECOLOGICAL ISSUES THROUGH INTERDISCIPLINARY COORDINATED STUDIES

Louisa Moon
MiraCosta College and National University
Alex Zukas
National University

This presentation explains a variety of ways of linking courses in a coordinated studies program emphasizing ecological issues. The presenters will discuss their experiences designing and teaching environmental ethics and environmental history in conjunction with courses in other fields, and in linking the students and the disciplines to form a community. These courses are being offered at both two-year and four-year colleges, both in a traditional classroom and online in the virtual classroom. The focus will be on presenting a variety of ways to successfully offer and build coordinated studies programs at different types of institutions.

Both presenters will speak on building community with students online and in-person in order to inspire ecological awareness, understanding and action. They will discuss some of their challenges and successes, as well as ideas they have garnered from their study of other programs. Coordinated studies programs have a documented record of increasing retention, because of the connection students in them forge between the disciplines and with other students. Distance learning programs have a documented record of low retention rates, because of the disconnection students feel when class participation is technologically mediated. Various ideas for creating community around global issues online will be presented. There will be time for questions and discussion with participants.

ENVIRONMENTAL CHALLENGES: THINKING GLOBALLY, ACTING LOCALLY

Jamey Plunk
Texas A&M University-Kingsville

The Earth is approximately 4 billion years old. It has taken that amount of time for the earth to form, develop resources, store energy in several forms and create a sustainable environment for living systems. Lack of concern, abuse and overuse has caused more human degradation in the past 2000 years than in all of the previous years combined. For almost 300,000 years the human population was not a problem due to droughts, floods, famines, disease, plagues, pestilence and war. As the knowledge of sanitation, immunizations, agriculture, engineering and medical science grew, the resulting world population became larger and the chance of overpopulation became greater. The population growth rate is increasing at an alarming rate resulting in a significantly shorter doubling time (the amount of time required for a population to double in size). The increase in the world population is placing a significant burden on the Earth's natural resources resulting in the critical, global environmental issues with which we have become so familiar. The government and other international organizations are increasingly faced with issues of air and water quality, ozone layer depletion, global warming, pesticide and herbicide pollution, noise pollution, solid and hazardous waste disposal, and radiation. Although environmental health education should begin in the home, an array of global, educational challenges exist for the human race. Community health educators, public health officers, nurses, teachers, engineers, physicians, epidemiologists, veterinarians, physical educators, environmentalists and many other health professionals should commit to invest significant effort and resources toward educating nations, provinces, cities, communities and families in environmental conservation and restoration.

ENTRY AND RETENTION ISSUES AFFECTING A DIVERSE POPULATION OF ADULT LEARNERS IN A NON-TRADITIONAL UNIVERSITY SETTING

Sydney Brooks Blake, Helen Anderson-Cruz, and J.G. Alston
National University

The purpose of this study was to assess the implementation of nontraditional class format, ease of access and class size on the entry and retention of a diverse population of adult learners. Students were integrated into a Masters level program of study at a university where multiple classes were offered at various learning sites, simultaneously. Entry into the program was facilitated by on-site academic advisors. To aid in the retention of students, each site provided information on student aid. Each student was provided assessment, evaluation and subsequent remediation when necessary in the areas of writing and library research skills.

Percentages of diverse entering students were compared to national standards. Retention rates of the students were also compared to national standards. Numbers of students utilizing the remediation programs were calculated. Students' satisfaction with format, ease of access and rigor of the program was computed. Finally, students' perceptions of the relationship between a Masters Degree and students' professional growth were assessed as well as students' desire to pursue a Doctorate degree.

The percent of under-represented students enrolled was significantly larger compared to traditional universities. Large class sizes (20-40) provided students with a "living laboratory," introducing a collaborative learning environment that students reported enjoying. The retention rates were not significantly different compared to traditional universities, but were nevertheless small in number. Two-thirds of the students utilized the remediation programs and reported that these programs facilitated their progress in the Masters program. Ninety percent (90%) of the students reported that they preferred the nontraditional class format and ease of access to the classes. Ninety percent (90%) of the students reported that they perceived the program to be rigorous and that they felt competitive to other students in traditional programs. Finally, 90% of the graduates perceived that their degree would enable them to pursue professional growth ($r = .9$, $p = < .05$). Thirty-three (33%) of the students were interested in entering a doctoral program and 92% of these students reported that they were interested in a doctoral program that had the same class format and ease of access.

Diverse populations of adult learners were more likely to enter a Masters program in a university that offered a nontraditional format and provided ease of access. Further, these students, upon graduation, felt satisfied with the format and accessibility of the classes in a Masters program and were interested in pursuing a doctorate program with the same format ad accessibility. Retention rates of the students were similar to national standards. Students reported leaving the program because of financial problems and moving out of the area.

EMPOWERING INTERNATIONAL UNIVERSITY STUDENTS THROUGH MULTIMEDIA DISTANCE STUDIES

Darryl Mitry
National University

The popularity of the Internet has resulted in numerous universities delivering course materials through the electronic medium. Some universities have begun offering various programs to international students using the Internet as a significant part of the distance-education delivery system. This paper briefly reviews the background of the critical economic factors behind this phenomenon and recent experiences in multimedia delivery systems for international students. The principal issue for educators is ascertaining the best fit between the instructional techniques, educational objectives, technology and learning connections for international students. The paper addresses preliminary findings on the use of multimedia and Internet models for university based distance education. Student feedback from inaugural classes are reported and we identify elements that impact the process. Following the assessment we propose some direction for further development and implementation of distance education international students.

THE ATTITUDES OF NONTRADITIONAL STUDENTS TOWARD CLASSROOM INSTRUCTION

Nabil Razzouk
California State University, San Bernardino

A self-administered questionnaire was distributed to 375 students enrolled at CSUSB. Of those, 175 respondents were characterized as those of nontraditional students and were included in this study.

The questionnaire consisted of six sections. The first section contained five open-ended questions designed to elicit "top of the mind" responses to questions related to the effectiveness of professors, favorite format of classroom instruction, effective exams, course assignments, and overall effective classroom instruction. The remaining sections obtained Likert-scaled responses to a number of evaluative criteria covering the total classroom experience.

Responses to section one revealed that "affective attributes" were significantly more associated with an effective teacher than cognitive or combined attributes. Qualifiers such as " is friendly and accessible," "makes the subject interesting," and "is open to comments" were dominant among the descriptive attributes cited.

As to the favored format of classroom instruction, cognitive qualifiers were most dominant (63.4%). Responses such as "a well-prepared format," "one in which the teacher lectures but is open to questions," "lecture and discussion," and "review sessions," were frequently cited. Cognitive qualifiers were also more frequently cited for effective exams, course assignments, and overall effective classroom instructional methods.

On the Likert-scales items, respondents reported the highest levels of desirability to a professor who "knows the subject well," followed by one who has the "ability to stimulate interest in the subject," "allow questions during lecture," and "listen to students' thoughts and comments." The least desirable characteristics were "involved in consulting or other business," "calling on specific students to answer questions in class," " does not require attendance," and "having a Ph.D."

For course assignments, respondents preferred "professors who provide answers to all homework assignments," "a number of small assignments during a term rather than one major term project," and "ability to select own topic for term projects." The highest desirability ratings of instructional methods went for "review sessions before exams," "use of a combination of instructional methods," and the "highlighting of important material in textbooks."

Given the growing numbers of nontraditional students in higher education, the implications of these findings are significant when designing educational experiences for this group of learners.

Helping Parents Work with Their Special Education Children

Mary Curtis
University of Texas at Brownsville

This bilingual (English/Spanish) parent training video is designed to help parents work with their severely mentally retarded children. The accompanying manual is also in both English/Spanish. Both will be available during the presentation. New teachers and other parents will also find this useful, since many techniques such as task analysis, time outs and rewards, and total communication are well demonstrated by experienced teachers.

ASSESSING GEOPOLITICAL AWARENESS AMONG UNDERGRADUATES

Charles Barber
University of Southern Indiana

My sophomore-level international politics course focuses on development of geopolitical awareness through use of four sources: my textbook (*From Person to Planet: International Politics at Five Levels,* Bloomington, IN: Tichenor Publishing, 1998), a reader (Robert H. Jackson & Alan James, *States in a Changing World: A Contemporary Analysis,* Oxford, UK: Oxford University Press, 1993), an atlas (*Hammond Students Atlas of the World,* Maplewood, NJ: Hammond, Inc., 1995), and a news magazine (*Newsweek*). In addition, I combine politics and geography when delivering lectures and showing videotapes.

My final exam seeks to assess a range of knowledge, including general locations of cities, countries, and bodies of water. In this study, I have analyzed the 39 objective questions after categorizing them by region. My Table 1 shows that students displayed their most knowledge on questions related to the Americas, Oceania, Western Europe, and Africa. The students exhibited their least knowledge on questions tied to Asia, the Middle East, and Eastern Europe.

My discussion of course modifications includes reference to using videotapes (such as *Inside Burma: Land of Fear*) and to consideration of current geopolitical issues (such as delivery of petroleum from countries that border the Caspian Sea). My Table 2 itemizes seven pedagogical changes that I recommend after analyzing performance on my final exam.

The paper includes several appendices: the course syllabus, a handout on Eastern Europe, and the final exam. The author will welcome feedback from other professors.

COTE D'IVOIRE, WEST AFRICA

Gary Martin
DeVry/Metro Atlanta

Statement of the Problem

A review of the literature on stress reveals research which examines the nature, sources, and stress coping responses of college students. Many of the same studies recommended strategies for handling stress. However, the majority of the studies include instruments which have been validated using subjects from the western world (mainly the United States) which have resulted in conclusions about stressors and recommended ways to minimize stress based on western views and beliefs. This research investigated the results of the use of western designed stress coping instruments and stress awareness sessions in Cote d'Ivoire, West Africa.

Methodology

A three group pretest and posttest design was used to examine a convenience sample of three groups of undergraduate students (n=158) attending universities in Cote d'Ivoire. For the pretest, each group completed the French version of the Coping Resources Inventory for Stress (CRIS-French) and a French translation of the Test Anxiety Inventory (TAI-French). The Stress Coping Lessons Group participated in five 30 minute stress awareness seminars and received individualized interpretive reports (in English) based upon responses on the CRIS-French pretest. The Control group did not participate in stress awareness seminars nor did they receive individualized interpretive reports. All three groups completed the CRIS-French as a posttest within five to six weeks after the pretest.

Results

Multivariate analysis of variance of the CRIS primary and composite scales were not found to be significant at $p<.05$ ($F=1.023$, $p=.439$). Further investigation of the mean gain scores revealed significant increases in the following scales: (1) Self-disclosure, (2) social support, and (3) social ease. Multivariate analysis of variance of the three CRIS scales resulted in significant results at $p<.05$ ($F=2.469$, $p=.007$). Univariate analysis showed significant increases in seven of the CRIS scales for Group #1, four for Group #2, and two for Group #3.

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